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PRINCIPALS AND THEIR STAFFS.

We publish elsewhere a second article by Mr. N. Vaidyanatha Aiyar. M.A., on the Kumbakonam College. Practically, these articles are an answer to our criticism of the annual report, and a defence of the staff of the college. He adduces powerful and satisfactory reasons for the growing uupopularity of the college among the student population, and he shows that the consistent fall in the numbers of the college for the last 12 years has no connection with the results of the various University Examinations, since the Kumbakonam College has done as well as the more popular colleges of the Presidency town. He allows, however, that the staff at Kumbakonam is not as perfect as it might be, and he thinks that European teachers are not likely to be more successful or more popular than native professors. With regard to our remarks on the working of the college, they were founded on the figures contained in the report of 1894-95 and 1895-96, and certainly from these reports, the future of the college must cause apprehension both to the people of Kumbakonam and to Government. Unfortunately, all the arguments made use of by Mr. Vaidyanatha Aiyar, cogent and con-

vincing though they be, would be equally powerful and conclusive, if used by Government as reasons for giving up the control of the college, and handing it over to some local body. The Despatch of 1854 lays it down very clearly that Government are to be the pioneers of Education, that as soon as local bodies or private committees are capable and willing to carry on the management of schools, originally founded by Government, the Department must hand these schools over to local committees. The only exception is the Presidency college of each Presidency capital, which is to serve as a model college for the whole Province. There are no special reasons why the Kumbakonam College should be an exception to this ruling. It can scarcely be considered a model college, and there is plenty of room in the First-grade colleges of the immediate neighbourhood, to accommodate the 150 students now reading at Kumbakonam.

The difficulty in connection with the staff not only at Kumbakonam but at all Government institutions naturally suggests to us a far wider question which, we think, might well deserve the consideration of the Director and of Government. Our remarks do not apply to the Inspectorate.

When the Director assumes office, he finds that he has the control of a number of men, mostly graduates, and a number of colleges in which these men are teachers, or in Indian college vernacular, "professors." His annual Directory shows him what degree these men have taken, what their special subject is, and what the language of each is. It also shows the length of service of each man and his pay, this latter consideration being by far the most important, for the higher a man gets in the service, the fewer are the appointments which he can hold: consequently, when a vacancy occurs, especially in the higher grades, such as a lectureship in a college, the Director finds that his choice is very limited; and because he is bound by rules regarding service and pay, he frequently has to put a man in to do duty for which he has no special qualifications. Hence we have often seen men towards the end of their service struggling with work of which they have had no previous experience, and which must therefore be uncongenial. This is not the fault of the Director; he cannot help himself, and no one knows better than he the helplessness of the whole thing; it is the system which is at fault. When the reorganization of the Upper Subordinate service comes into force,

this difficulty will, to a certain extent, disappear. We think, however, that the time is quite ripe for the change which will make the organization and management of Government colleges in India similar to those of Government colleges in England. As a rule, in Great Britain, all colleges are managed by a committee; but the active control of this committee ceases with the appointment of the Principal or the Head Master, which appointment has to be ratified by Government. The Head Master or Principal having been selected, practically the whole of the working of the college is entrusted to him. He manages all business connected with the institution, he appoints his assistants, and he has full financial control. Once a year, the committee meet, his accounts are presented and passed, and he is, of course, held responsible for the success of the school. This responsibility he readily assumes, since he has all power in his hands. He has complete control over the internal discipline and organization of the school, he has not to submit his time-table to a higher authority, and as long as he is successful, he need fear no interference or even criticism from his committee. We cannot compare his position with that of a Principal in any of the Government colleges in India. In one respect only is there any agreement. Both are held responsible; but in the case of the Indian Principal, he is placed infinitely worse in all other respects. He cannot choose his staff, he must submit his time-table to a higher authority an Accountant-General exercises a strict control over his finance; in fact, at every turn, he is made to feel that, although responsible he is not free, and that although capable he is not trusted. At one time when education was in its infancy, and graduates were scarce, the control of a strong guiding hand may have been helpful and necessary; but, at the present time, should a Principal be given a free hand in the appointment of his staff, he would have no difficulty in finding many able men willing to work under him. We know from experience that, if anything, the market is at present overstocked, and there would be no difficulty in getting able and competent assistants. So also, he might be entrusted with the financial working of the college, submitting his accounts to an annual audit. We need hardly point out how very favourable these changes would be both to the Principals and to the colleges. There is scarcely an argument to be urged against them. It is true that the best graduates would not be attracted to the Educational Service

under the new conditions, but neither are they under the present system. If the Director, at present, wishes to strengthen the staff of a college by bringing in a specialist not already in the service, at once there is a cry from all the juniors, and jealousy and strife usurp the place of peace and content. Under the new system, this would disappear. Then also the Principal would in deed and in word be actually responsible, and reasonably so, and the perpetual complaints and excuses which appear annually in the college reports would cease, and the numerous changes, regrettable but unavoidable, which usually occupy and disfigure the first page of almost every report would also be a thing of the past.

In India, where the Government must necessarily be despotic and bureaucratic, we feel that these changes will be regarded as fanciful if not revolutionary, but we are certain that, if once the proposal was decided on, the students and the colleges would, in a very short time, experience a great change for the better in every respect, and the Educational Department would be better officered and better served.

THE MADRAS UNIVERSITY AND ITS AFFILIATED COLLEGES.

Our readers will remember that, in the October number of the Indian Journal of Education, Mr. N. Vaithianatha Iyer wrote an article " A question before the Senate," in which he placed before the public the arguments which seemed to him weighty and conclusive for the removal of a portion of a bye-law which made it compulsory for candidates who had failed to pass the B.A. Degree Examination to go back to some College affiliated to the University, for another year, before again appearing for the examination. The Senate approved of his proposal, notwithstanding the opposition of such authorities as the Director of Public Instruction, the Principals of the Presidency College, the Christian College and the St. Joseph's College, Trichinopoly.

Since the meeting of the Senate, the ' Madras Mail ' has published numerous letters in which Mr. Vaithianatha Iyer has been vigorously attacked. Personal abuses he does not condescend to notice and rightly too, for Billingsgate is not argument, and is

not likely to lead to any good results. The following letters taken from the 'Madras Mail' may be of interest to our readers.

(1)

"In the October number of the *Indian Journal of Education*, Mr. Vaithianathan wrote an article in favour of abolishing the rule which compels failed candidates to attend an affiliated College before presenting themselves for re-examination. One of his strongest arguments is that the percentage of passes under the new rule is not materially higher than it was under the previous system, and in support of this argument, he institutes a comparison as follows, by making a table of the results for four years before the introduction of the new rule and setting it, side by side, with a similar table for the four years that have elapsed since that date:—

I. English.

Year.		P'tage of success.	Year.		P'tage of success.
1889	...	60·1	1893	...	77·5
1890	...	59·6	1894	...	63·1
1891	...	73·7	1895	...	61·2
1892	...	50·6	1896	...	64·0
Avge. for the 4 yrs.		61			66·5

II. Science.

Year.		P'tage of success.	Year.		P'tage of success.
1889	...	57·1	1893	...	52·5
1890	...	44·8	1894	...	54·6
1891	...	51·6	1895	...	60·6
1892	...	64·6	1896	...	61·8
Avge. for the 4 yrs.		54·5			57·4

Accepting Mr. Vaithianathan's method of taking the average of percentages—which cannot, however, be very reliable—we find an increase of 5·5 and 2·9 in the percentages in English and Science respectively, a result by no means despicable in spite of Mr. Vaithianathan, if we consider the enormous increase in the number of student swith which the Colleges have had to deal. But the question arises where Mr. Vaithianathan got his statistics. Taking the University Calendars for the last eight years, and referring to the first of the tabular statements for each year, I found the figures for Science as quoted by him, but the corresponding figures for English tell a very different story, as follows :—

Year.		P'tage of success.	Year.		P'tage of success.
1889	...	55·9	1893	...	77·5
1890	...	57·2	1894	...	63·1
1891	...	65·5	1895	...	61·2
1892	...	50·3	1896	...	64
Avge. for the 4 yrs.		57·2			66·5

It will be seen that the figures in thesecond period agree with hose of Mr. Vaithianathan, while those in the first column are all different, and not

nearly so much in his favour as those he quotes, and the increase in the average is not 5·5 but 9·3. Mr. Vaithianathan has brought a charge of inefficiency against the affiliated Colleges; he has referred to the College authorities, or some of them, as "the authors of the needless sufferings of the inexperienced youths that confide in them," and he has induced the Senate to cancel its enactment "that the unfortunate youths should be under the tutelage of their false guides for an additional year." This is strong language from a gentleman in Mr. Vaithianathan's position, and it is to be hoped that he will take an early opportunity of justifying it by explaining his statistics."

ONE OF THE FALSE GUIDES.

(2)

"With reference to the letter of "One of the False Guides," which appeared in the issue of your paper of the 27th instant, I take "an early opportunity of justifying" my statements by "explaining my statistics," and believe that my figures are *quite reliable*, even though your correspondent, evidently an affected College authority, has had the temerity to say that my percentages "cannot be very reliable." My figures are all taken from the Syndic Reports for the years under reference, and on a re-examination I find them to be correct. In the period from 1889 to 1892, the B.A. Examination had not been bifurcated and the results given are for the *Languages* as a whole. I had to separate the results in English from those in the Vernaculars, and this I have done in the table in which I am accused of having given unreliable figures. That table is headed "English percentage of success," and I hope that Mr. "False Guide" will admit that where the results in English alone were under consideration, those in the Vernaculars were very "reliably" allowed for. I give the figures below to show that my arithmetic is yet "reliable":—

YEAR.	Tl. No. students exd.	Tl. successful.	Successful in English.	Percentage.
1888 ...	568	318	341	60·1
1889 ...	524	300	312	59·6
1890 ...	548	359	404	73.7
1891 ...	457	230	231	50·6

My "Arithmetical" critic is evidently a College authority, and it is not for me to object either to the language or to the manners of so high a personage. I leave it to his sense of what is due to himself to decide whether he is not now bound to come out from behind the cover of his pseudonym and admit that my figures (and I believe my logic also) are quite "reliable."

N. VAITHIANATHAN.

(3)

"I beg to be allowed to thank Mr. Vaithianathan for the promptness with which he responded to my appeal for an explanation of his statistics. I readily accept his figures as accurate, more especially as I have not the means of checking them at hand, and as they give part of the very information I wanted but could not obtain. But the question remains how far these statis-

tics justify his strictures. The figures which I quoted from the University Calendars show that in passing from the old system to the new, the difference in the average of percentages between the old Language branch and the new English branch is 9·3. This improvement is due to various causes, and Mr. Vaithianathan, in the critical spirit of the true scientific inquirer, proceeds to assign to each cause its proper effect. The first effective cause that strikes him is that under the old system candidates must *pass* both in English and Second language separately in order to pass in the Language branch, and he allows for this by adding to the numbers of passes in the Language branch the numbers of those who failed in the Second language only. He thus shows that the gain in the average of percentages due to this cause alone is 3·8. leaving a balance of 5·5 to be accounted for by all other causes. So for his method is excellent and might have been applied equally well to investigate the effect of this one cause in changing from the old Language branch to the new Second language—a subject which I notice Mr. Vaithianathan carefully avoids. His further treatment of the question, however, is not satisfactory. From all other remaining causes, he selects two, namely, trifurcation and compulsory attendance of failed candidates, and to these he attributes the whole remaining effects. Trifurcation is effective in three different ways, because under the old system, candidates had to *appear* in English and Second language simultaneously, to *pass* in English and Second language separately at the same time, and so pass in the Language branch before appearing for Science, all of which restrictions are removed under the new dispensation. As Mr. Vaithianathan has already allowed for the second of these three, the effects of trifurcation must be reduced to two, although it is quite impossible from the language of this article in the *Indian Journal of Education* to say that he is aware of this. The problem with which he has now to deal is the proper distribution of the effects between the two remaining causes. Here is his arithmetical treatment of this interesting problem in his own words: —" The burden of the course has been lightened by a trifurcation of it into the divisions of the English and optional languages and of science. If the improvement of 5·5 in English and 2.9 in Science be apportioned fairly between this and the additional year's stay in any one of the three crowded Colleges or in one of the twelve others, what of it may be due to the latter cause may have to be measured by a negative quantity. It cannot reasonably be any positive figure." Mr Vaithianathan must kindly excuse me if I decline to accept his conclusions until he produces additional statistics. There is another point which I think Mr. Vaithinathan has failed to notice. namely, that his " English percentage of success " under the old scheme is a very different thing from the percentages of success in the new English branch. For under the old scheme, the Language Branch consisted of English, Translation and Second language, where Translation and second language were bracketed together, while the new Second Language Branch consists of Second Language only, English and Translation being bracketed together in the new English Branch. I regret accordingly that I cannot admit that the results in English alone were under consideration or that the results in the

vernaculars were reliably allowed for. No doubt, so far as his investigation went, his figures may be taken as reliable, but I do not think that he went quite far enough into the question as he completely neglected an important factor. If I understand Mr. Vaithianathan correctly, he wishes me to admit the accuracy of his logic. With his kind permission, I would like to suspend my judgment. In the meantime, I did not hear his speech in the Senate, but Dr. Duncan is reported to have said that he thought the arguments then used by the mover were strongly in favour of the retention of the clause compelling failed candidates to return to College rather than its omission. Your first correspondent also has invited Mr. Vaithianathan to discuss an interesting dilemma, and as regards the argument which I have just examined I have seen something suspiciously like them examined and discussed in the Book of Fallacies under learned titles which in plain English mean "begging the question" and "the use of ambiguous terms." But until I have read Mr. Vaithianathan's Apologia, I prefer to regard my views as a pious opinion which may or may not develop into mental certitude, according to the strength of the defence which it is to be hoped his friends will not look for in vain."

FALSE GUIDE.

We are inclined to think that a great deal too much has been made of this question. It is true a principle is involved and a most important principle to those who prefer education to cramming, but it must be borne in mind that this is the second time the Senate has decided in the same manner. In the face of the recommendation of the Syndicate that the rule should apply to failed F.A.'s, the Senate threw out the proposal, and again at Mr. Vaithianatha Iyer's asking, the majority of the Senate has ratified its previous decision. Hence, to consider the division on Mr. Vaithianatha Iyer's notice as a snatch one, and for this reason to call upon Government to refuse to sanction it, is not only unfair but unseemly. If, as would appear from the numerous correspondents who have written to the 'Madras Mail,' Principals of 1st Grade Colleges are opposed to the change, they can easily make it inoperative, quite as much as if Government vetoed it. They have only to decide that students shall not join the Senior B. A. Class for the second term, unless they have also attended the first term. It will be impossible for students in any of the subjects that have a practical side, such as Chemistry and Biology, to get practice in the practical work without joining the Colleges to which laboratories are attached; and without such practice, that delicacy of manipulation, readiness of resource and accuracy of results which must be shown by the candidate before he satisfies the examiner, will be wanting; and it seems to us that not one in a hundred will have a

chance of success. So also in the purely literary subjects, such as English and History, new text-books and new periods are prescribed each year, and it will be impossible for the intending candidate to come to the examination as thoroughly prepared, as if he had had the benefit of explanatory notes, and a series of examination papers from experienced and capable lecturers. Consequently, in the course of a few years, the student population will have it impressed upon them by the stern reality of experience that they must go back to the Colleges for another year before they have a chance of passing. Of course, it may be said by those who opposed Mr. Vaithianatha Iyer's proposal, that these results are clearly foreseen, and that this is why the opposition is so strong. But it must be remembered that the bulk of native opinion is strongly in favour of Mr. Vaithianatha Iyer's proposal, and we doubt very much if it is either politic or right in a question of this kind to go contrary to the opinion of the vast majority of the students. Experience is the best guide, and in this case, experience is in every way to be preferred to coercion. The majority of those who opposed the proposal were Europeans. What is the rule at Oxford and Cambridge or at Edinburgh and Aberdeen with regard to this question of attendance after failure? There is no such rule and no such restriction as the Madras University has imposed upon those who have failed to pass the B. A. during the last four years. Provided a man has kept the required number of terms, he can come up at any time for the final examination without further residence. We must confess that we see no reason why the Madras University should differ in this respect from the older Universities, which it has imitated in almost all other respects.

Another question arises out of this proposal and the correspodence referring to it. Some writers have requested Government to exercise its power of veto. This we think is most unwise. It is only in the greatest emergency, when the very existence of the University is imperilled that Government should be invoked by a minority of the Senate to save it from the majority. It will be in the recollection of our readers that a few years ago, the late Mr. Grigg was frequently supported by the whole weight of the Government in the Senate, but opposed and successfully by a majority of the Senate. But Government never used its power of veto at that time. Again the Government of to-day may not be the Govern-

ment of tomorrow; but a member of the Board of Revenue of to day may be the Educational Member of Council tomorrow; and this proposal was supported by a member of the Board of Revenue. Should he be made a Councillor, would he be justified in using his influence to veto a law made by the Senate because he disapproved of it? As we said before, unless the question is a very weighty one affecting the very existence of the University, Government should not be asked to interfere. Nearly all the members of the Senate are nominated by Government; and Government has done well in the past by implicitly entrusting the welfare of the University to the Senate. We sincerely trust that Government will persevere in this policy of non-interference. A change would not be likely to produce any good, but it might possibly be a source of needless irritation and friction.

DEPARTMENTAL STORIES.

By "Riverside Dweller."

Vice Versa.

Chapter I.

It was the day fixed by the dons of St. Jude's College, Camford, for the freshmen of the budding academic year to come up and eat their first dinner in the hall. Several of the other Colleges had already assembled and Camford was rapidly assuming that populated appearance which betokens term time. Many of the second, third, fourth and xth year's men were already in residence although their presence was not absolutely essential to the welfare either of themselves or of the University. Some of them had come up a few days earlier than was necessary; for the long vacation—and Camford University mercifully allowed four months—had begun to pall upon them; others were there to shift their belongings from "diggings" in the town to "rooms" in the College; while a few, a very few, had put in an appearance for the purpose of reading. It therefore happened, when the hall bell rang on that damp October evening and the smell of baked meats pervaded the quad, that a score of seniors mingled with the two score of freshmen. How the former swaggered over and quizzed the latter, for a year's seniority at College marks a difference of at

least ten years in after life. The freshmen of course sat at one table of the hall and very uncomfortable they looked in their gowns. The seniors occupied another table and strange was the contrast at the two boards. At the one, where sat the freshmen, silence and reserve was the order of the day, while at the other, where fed the seniors, talk and freedom was the rule.

At the silent table were two men thrown next to one another by chance. One was short and thin with sloping shoulders and head bent forward. His complexion was sallow and he wore round spectacles over his deep set eyes. McTarvish was his name and the hard student and the harder Scotchman was written all over him. His neighbour was a tall, fair, broad-shouldered youth with that clear, honest, good natured face, which always "takes" strangers at first sight and usually betokens failure at examinations. There was no mistaking him for anything but an English gentleman, one who could hold his own where muscle and pluck and command over men are essential to success but who is compelled to take a very back seat in all cases where book-learning is the only consideration. Churchill was his name and he was a credit to it.

For quarter of an hour, the freshmen seated at their table resolutely defended their respective towers of silence, but at the end of the second course, Churchill surrendered and opened up a conversation with the bleak Scot, much to the latter's embarrassment. What Churchill said in his pleasant voice and what McTarvish answered in his grating tones need not be chronicled. The talk commenced with the weather and drifted into each informing his neighbour of the reason of his coming up to St. Jude's.

It might be inferred that St. Jude's was a small College. Such being the case, the barriers which divided one man from another were not so formidable as generations had constructed them at Trinity, where the freshmen were numbered by the hundred. Accordingly, it was not an unpardonable sin for Smith of the third year to accost Churchill after hall and invite him to wine in his (Smith's) rooms. No one noticed McTarvish and he was glad of it, for he quickly jogged back to his diggings in the town and doubtless broke the solitude of the evening by reading a tough book on law and imbibing a strong cup of tea.

Things looked exceedingly pleasant in Smith's rooms. A cheerful fire burnt in the grate and the shaded lamp shed a cosy light over the snug apartment. There was coffee for those who were not vinously inclined and wine for those who were. There were hot muffins to compensate the coffee drinkers and an unpretentious dessert for all. There was also that undescribable social freedom, which seems to exist only in assemblies of young men and appears to be unattainable elsewhere.

"Do you ride or row or play cricket or any thing of that sort?" asked the host of Churchill.

"I rowed and played cricket at school," replied Churchill, "but living in town cramming for exams don't improve one's athletics."

"Good Heavens! you don't mean to say you have been cramming."

"I have, worse luck. I was at Snipe's for two years cramming for Sandhurst. I tried three times and was ploughed. They wont let you go up more than three times."

"Have you given up the army?"

"Well, yes," answered Churchill with hesitation, "I can't see how I could get in now, and the Governor wants me to go in for the church, that is, if I can get my degree."

"Rum looking little chap that, who sat next to you in hall."

"Yes, but not half such a bad sort," said Churchill apologetically, "he told me he had just passed the Indian Civil Service and had come to the 'Varsity for two years before going out to India. The men who passed with him are the first lot who are made to come up before being sent out."

"Oh yes," chimed in Campbell, son of an old Indian Judge, "up till now these clever chaps after passing their first exam used to live two years in London preparing for their final flare-up, but people out in India began to bar the manners of the young cubs, so now they are to spend their time after passing either here or at Oxbridge. They have to get up law and any number of jaw-breaking languages. How they do it Goodness only knows."

Chapter II.

"Ah! is it you, Churchill?" said Mr. McTarvish, Collector of Bogusnugger, in his most superior manner as he greeted the new Assistant Superintendent of Police of the same district, who had

come to the office to make his first call. Twenty years had elapsed since these two had met at the hall table of St. Jude's and differently indeed had Fate bestowed her favours on the pair. Churchill, the fearless rider, the strong oarsman and the most popular man in the College, had failed three times at the Little Go and had consequently been "sent down," for they wont let any one go up more than three times. He had been lured to the Gorgeous East by the stories he had heard of the grand field for aspiring but "unpassed" youth which lay across the black ocean and he was also influenced by the advice of an ancient uncle who had served for a couple of years in a British Regiment in India about half a century ago. After landing he soon discovered his mistake. There were no convenient rebel chiefs against whom he could wage war: there were no obliging Rajahs who needed a Commander-in-Chief to lead their armies to Victory: there were no beautiful dusky princesses of untold wealth, who could be won by the performance of doughty deeds of valour. Everything was competition and examination. The result was that, to keep body and soul together, Churchill was compelled to enter the subordinate ranks of the Police, and by dint of good honest service, he managed (in spite of numerous departmental examinations, which more than once nearly terminated his career) to rise to the rank of Assistant Superintendent. Mr. McTarvish on the other hand came to the conclusion soon after his arrival in India that he was a *personage.* During the first few months of his service, which he spent in the Presidency town, several mothers with marriageable daughters on hand were exceedingly polite to him, and in the remote mofussil station, to which he was next posted, his native subordinates treated him as a deity. In consequence, after a time he began to shake off his natural diffidence and to generally smarten up. By the time he was a Sub-Collector his moustache was drawn out at the ends, he held himself straight, and he never spoke of Scotland. As a Collector his get-up was immaculate, his manner was condescending and he had hopes of the Revenue Board.

"Yes," answered Churchill to his superior's greeting, being much surprised at the complete metamorphosis which the once humble McTarvish had undergone. "I was moved here at a very short notice on account of the expected riot. I hope I shall be of some use."

"I shall see to that" replied the Collector airily. "My Sheristadar, a really first-rate Brahman, has just brought me news that the rioters mean to occupy a temple and entrench themselves there. They have defied my authority and I must teach them a lesson. I shall send you my orders and shall probably be on the spot to see them properly carried out. My Sheristadar will come to help us and Priggin, my Assistant Collector, will also be there to see how things should be managed. I suppose you want to be going now to arrange matters—Good day—Au revoir."

"Well, I'm blessed" muttered Churchill as he left the room. His thoughts however soon travelled to that temple, which the Collector had mentioned and he wondered whether at last his opportunity had come. He would lead his belted knights against the battlements, he would, sword in hand, fling himself against the rioters, he would......... At this stage, his soliloquy was interrupted by the Sheristadar, who awaited him at the entrance of the Collector's Office and salaamed to him in the most humble manner possible.

"I beg your Honour's pardon" said the Brahman "I heard your Honour had come to see the Collector and I thought I would pay my respects to your Honour." The man made it a point to be civil to all the European Officers of the district.

"Glad to see you" replied Churchill who was ever polite "the Collector had just mentioned you to me. He said you would be with him at the temple."

"As your Honour pleases" meekly replied the Sheristadar.

"Bad business this," said Churchill as he entered his dog-cart "good morning."

The Brahman returned the salutation with a low salaam and went back to his office room. Twenty years ago, he was a clerk on Rs. 15 in the Mofussil Station where Mr. McTarvish had first been posted and had there served under him. By dint of hard work on the one hand and of much obsequiousness on the other, the wily Brahman had insinuated himself into the Scotchman's good graces. As the Civilian rose and was transferred, the Brahman on the recommendation of his superior, also rose and was transferred to the same office, until at last, when Mr. McTarvish came to Bogusnugger as Collector, the Brahman also arrived there as Sheristadar. Though in every other way separated as wide apart as the poles, in official matters the two were as closely connected as the dog's

body is to its tail. Only in this case, as in many others, the Hindu tail wagged the European body. But the tail did the trick so cleverly that the body never recognised that it was being wagged. It was the old, old story.

Chapter III.

At dawn on the following day, there was a small crowd assembled about quarter of a mile from the temple, consisting of Mr. McTarvish, Collector, Mr. Priggin, Assistant Collector, Mr. Churchill, Assistant Superintendent of Police, the Sheristadar, twenty limp and unwilling policmen armed with old fashioned rifles, and six gorgeous Revenue peons (for Mr. McTarvish had ideas about keeping up his position). It was just as the Sheristadar had predicted. Inside the temple were a number of rioters, armed with blunderbuses and other obsolete weapons of warfare, and they were evidently busy getting the building into a state of defence. The Sheristadar knew their exact number but, having the day previous received Rs. 50 from the chief rioter, he said the number inside the temple was two hundred, which was about four times the real figure. "Let us attack," said Churchill, "my twenty men could do for that lot if properly led." "Attack!" replied McTarvish "certainly not. They must be summoned to surrender. They will think twice before they disobey my order. Don't you agree with me, Sheristadar?" "Yes, your Honour" replied the Brahman. "By the way, Sheristadar" went on the Collector, "you had better go and convey my order to them. Say I am here and will not stand it. Say I am very angry and will punish them severely."

"As your Honour orders" replied the Brahman, with a martyr's resignation. "It is a very dangerous duty but as your Honour commands, I shall obey." And making a great show of holding up his turban as a flag of truce he advanced to the temple. The rioters admitted their friend and crowding round him asked how matters were going on outside. The friend remarked that he did nothing free of charge and suggested Rs. 50 down. But as the rioters had no money, one of them said he would give a gold jewel. The Sheristadar said he must first have the jewel. The gaud having been handed up, he informed the rioters that a British Regiment was coming and that the Collector had just received confidential orders from the Governor-General to execute the whole lot of them, unless

they surrendered, but if they surrendered within six hours they were to be let off scot free. The majority on hearing this said they had had enough of rioting and would surrender. They wanted to go home. But the man who had parted with Rs 50 and the man who had given the gold jewel were naturally against this peaceful proposal and they harangued their comrades and persuaded them to go on. The Sheristadar who had taken no part in the discussion thereupon returned to the outside folk. and told the Collector that the rioters were very frightened at incurring his wrath and would come to terms within an hour or two. He had hardly delivered this truthful message when the rioters were seen to emerge from the temple in some sort of order.

" Here they come to surrender. I knew they would, " gleefully ejaculated Mr. McTarvish.

" Surrender be blowed," shouted Churchill, " they are coming to attack us. Fall in, police."

The twenty formed some sort of a line. " We had better close with them," said Churchill and at the same time he gave the order to advance. A few of the men stepped forward a pace or two, the others remainded where they were, looking lovingly at a tope which lay about quarter of a mile behind and towards which the Revenue peons were in full retreat. A shot was now (with some difficulty) fired by one of the rioters. " Come on" shouted Churchill, but it was of no use. The twenty simultaneously turned and went in hot pursuit of the Revenue peons. The Sheristadar had in the meanwhile brought up the Collector's Dogcart and stationed it near that officer. It was not however needed, for when Churchill foundhimself advancing alone he drew his revolver and fired a shot in the direction of the rioters. They at once turned and went home and by nine o'clock they were all peaceful agriculturists.

* * *

A great number of reports of course went in to the superior authorities but one of these documents by its literary merits stood out superior to all the others. It traced the history of the riot, modestly brought into prominence the services of the writer, dwelt on the gallantry and loyalty of the Sheristadar, commented on the bungling of the Assistant Superintendent of Police and his men, and explained away a good many points which seemed at first sight inexplicable. Who constructed this literary monument, it is not

necessary to say—the foundation was laid by the Sheristadar. There was another report submitted which in a blunt open manner gave the details of the riot but its writer was evidently not a skilled penman and it carried no weight in consequence. The result was that Mr. Mc.Tarvish was thanked by the higher authorities and of course his prospects of the Revenue Board are much improved: the Sheristadar was promoted to be a Deputy Collector and draws Rs 250 a month (never mind what his income is): the Assistant Superintendent of Police was censured and admonished as to his conduct in future. But it was a strange thing that for months after there were persistent rumours in the bazaar that the Sheristadar had got up the riot. Such are the ways of the Gorgeous East and one soon gets accustomed to them.

THE MAHARASHTRA FEMALE EDUCATION SOCIETY.

The Council's Report of the working of the above Society for last year, and the budget estimate for the coming year have just been sent to us by the Secretary. The Society maintains a High School department, a Training Section, and a Practising School which numbered 72,42 and 154, respectively, on the 31st March 1896. The total strength on the corresponding date of the previous year was 287. The decrease was wholly in the Practising School. There was a falling off in the average attendance also, but this is satisfactorily explained, one reason being the unusually large number of marriages that took place during the year. An analysis of the strength of the three departments taken together shows that, of the 268 female pupils who were on the rolls at the end of the last official year, 58 were married, 176 were unmarried, and 34 were widows, the smallest number of unmarried women, and the largest number of widows being in the Training Section. This is as it should be, for it is more likely that widows will continue as teachers than either of the other two classes. Nearly 50 per cent of the pupils were Brahmans, Muhammadans being represented by only one in the Training Section—a married girl of 16 years of age. The

ages of the girls attending the High School and Training departments varied from 12 to 22 years.

All the students of the Training Section except 4 were scholarship holders, 37 being paid from Local Funds, and one from the Savantwadi State funds; 16 of the 72 pupils in the High School department held scholarships from Rs. 4 to Rs. 10 from the funds of the Society; 3 scholarships were also awarded by the Committee of the National Indian Association.

The fee receipts in the High School and Practising departments showed an increase of nearly 20 per cent., notwithstanding the decrease in the strength of the Primary School. This increase is due to the curtailment of free scholarships, of which a large number was allowed in the previous year. Excluding Rs. 10,736 spent on the new buildings for the school house, and Rs. 12,747, Government and Local Fund grants, the total expenditure on the High School and Practising departments by the Society was Rs. 3,598. This charge was met from the interest obtained on Government Promissory Notes which amounted to Rs. 4,286. The Society had a funded capital of Rs. 1,22,080 at the end of the year after paying all expenses.

The cost of the Training Section is entirely borne by Government. The Society also received a contribution of Rs. 200 from the Poona Municipality during the year.

No student from the High School was sent up for the Matriculation Examination during the year, but one went up for the University School Final Examination and passed. In the Female Training College, 4 pupils were presented for the final certificate examination and all of them passed, two getting first-grade and two second-grade certificates.

The Inspector at his annual inspection remarked that "the school continues to teach with the highest efficiency."

There is a small Boarding House attached to the schools in which 64 pupils are boarded. All the 64 are mofussil students who have come to Poona for their education.

The Society consisted of 78 members on the 31st March 1896. The Council met 9 times during the year for the transaction of business. The Society has sustained a serious loss by the death of

Rao Bahadur Hari Rooji Chiplunkar who was a member of the Council from the beginning, and of Major-General Hill who took great interest in the cause of female education.

We fully agree with the Council in considering that the successful working of the Institutions, is due to "the unremitting exertions and unabated zeal of Miss A. Hurford, the Lady Superintendent."

THE KUMBAKONAM COLLEGE.

By N. Vaithianathan, M.A.

II.

In my first paper on this subject, I confined my attention to the history of the Kumbakonam College since the year 1883, when Mr. Stuart's responsibilities in connection therewith commenced. The figures given therein showed that the strength of the College, as a whole, has been steadily declining since 1883, but that, except in the English Branch of the B.A. Degree Examination, the results have all along been as good as, if not better than, the results of the foremost Colleges in the Presidency. In spite of this, I admitted then and admit now that the staff of the College requires strengthening, though not in the manner suggested by the Editor of this Journal in the article already referred to. It is my conviction that the Department of Public Instruction is almost entirely responsible for the present state of the College; its decline is due to the systematic neglect of its welfare by those responsible for it, and its future rests entirely in their hands. I take up the period of 15 years since 1868 and intend to show that it was efficient and popular in those years, even though it had not for nearly seven out of fifteen years, even a single European on its staff. This will clear the way for the consideration of the questions regarding the present state of the staff and the best method of improving it.

The Kumbakonam College attained its present position of a First Grade College in 1867 and students were sent up for the B.A. Degree Examination for the first time in 1869. The following table gives the strength of the College, with the name also of the Principal, in each of the 15 years here taken up for consideration :

Year.	Strength of the College.	Principal.	Remarks.
1868	50	Mr. W. A. Porter.	
1869	82	do.	
1870	95	do.	
1871	112	do.	
1872	93	" T. Gopala Row ...	Assumed charge 3- 5-72.
1873	102	do.	
1874	114	do.	
1875	146	" W. A. Porter ...	do. 12-11-74.
1876	163	do.	
1877	200	" T. Gopala Row ...	do. 14- 3-77.
1878	245	" W. A. Porter ...	do. 9- 1-78.
1879	234	" T. Gopala Row ...	do. 14- 3-79.
1880	225	do.	
1881	251	do.	
1882	270	do. ...	Gave over charge 14- 8-79.

This table shews a steady advance of the College in its strength under Messrs. Porter and Gopala Row. We may also compare the numbers actually presented for the F.A. and B.A. Examinations from the Kumbakonam College, with the numbers that appeared for the same two examinations from the whole of the Province, as such a comparison will enable us to estimate the above advance in strength relatively to the spread of Collegiate Education in the sphere under the influence of the University of Madras :

Year.	F. A. Examination.			B. A. Examination.			Remarks.
	Number for the whole Presidency.	Number from the Kumbakonam College.	Percentage of the latter to the former.	Number for the whole Presidency.	Number from the Kumbakonam College.	Percentage of the latter to the former.	
1868	443	26	5·8	—	—	—	No. B. A. Class.
1869	538	47	8·7	53	12	22·6	
1870	284	—	—	59	11	18·6	No. F. A. Class.
1871	205	39	19·0	65	17	26·1	
1872	242	39	16·1	131	—	—	
1873	296	28	9·4	—	—	—	No. B. A. Class.
1874	342	27	8·0	89	14	15·7	
1875	396	42	10·6	85	13	15·3	
1876	418	56	13·0	105	16	15·2	
1877	507	64	12·6	129	12	9·3	
1878	663	82	12·3	150	21	14·0	
1879	582	99	17·0	231	11	4·7	
1880	478	59	13·4	175	16	9·1	
1881	733	82	11·2	195	25	13·8	
1882	783	89	11·3	261	29	11·1	

These figures shew that the First in Arts division of the College, while advancing in strength *absolutely*, was also maintaining a fair ratio to the progress in this respect of the whole Presidency; but that in the B.A., the numbers were throughout absolutely small, with a tendency to a gradually falling ratio to the total available strength. Although some may be inclined to interpret the latter fact to mean that the College was never popular in regard to the B.A. Degree Examination, the fact was quite otherwise, as its efficiency and popularity in those years were universally admitted, and students came to it from distant places. But it laboured under a serious defect which sufficiently accounts for its weakness in the B.A. Classes; and that was the absence of a provision in it to teach any optional science except Mathematics. This crippled its strength effectually, as many of those who passed the First in Arts Examination from it were forced either to take up Mathematics for the B.A. or to go to Madras. A comparison of the strength of the B A. Classes in the Kumbakonam College in those years with the strength of the Mathematics section of the Presidency College will shew that the former was then decidedly more popular than the latter. A reference to the numbers of candidates in the several divisions of the Science Branch of the Examination since the bifurcation of the course some ten years back will show that Mathematics has always been less popular than Physical Science, Philosophy and History; and a College in which there is no provision for giving instruction in these three branches as well as in Mathematics, must *ipso facto* remain behind others in popularity and numbers. The correctness of this explanation is established *conclusively* by the following table of the results secured by the Kumbakonam College in the F.A. and B.A. Examinations.

Year.	F. A. Examination.		B. A. Examination.		Remarks.
	Percentage for the Presidency.	Percentage for the Kumbakonam College.	Percentage for the Presidency.	Percentage for the Kumbakonam College.	
1869	49·9	72·3	75·4	91·6	
1870	—	—	57·6	81·7	
1871	46·8	66·8	52·3	70·6	
1872	51·4	43·6	49·6	62·5	
1873	42·2	71·4	—	—	
1874	53·5	81·5	56·1	78·6	
1875	42·1	71·4	64·7	92·3	
1876	31·3	46·4	63·8	87·5	
1877	37·6	56·2	46·6	91·6	
1878	26·0	35·3	34·6	42·8	
1879	50·7	65·6	60·6	81·7	
1880	34·9	37·3	48·5	31·2	
1881	57·7	76·8	57·9	70·4	
1882	35·6	41·8	55·2	79·3	
Average.	40·8	58·9	54·8	73·9	

Before commenting on these figures, I must state that I have taken those for the Kumbakonam College from its annual reports and not from the University records. These latter are not quite reliable for the period under consideration, as the University had then no means of distinguishing such candidates as were actually sent up by a College from those who chose to connect themselves with it, in consideration of their having studied there for a period, short or long as it may be. A candidate who might have failed in an examination the first time (when he might have appeared from the College direct) often preferred to give in his application the name of the institution in which he had studied, even though he might not have gone into it at all while preparing for the second attempt to pass the examination. This practice was general in those years and the figures ascribed by the University to particular institutions are not therefore quite reliable for our purpose. This same consideration makes it impossible to institute a comparison between the results secured by the Kumbakonam College and those secured by the Presidency and Christian Colleges. It is however certain that it stood ahead even of the other two institutions on many an occasion. That the College was in a state of thorough efficiency is evident from the percentages of success it was able to obtain at the B.A. Degree Examination, which in the period of 13 years reached the high average of 73·9 per cent. And this was due entirely to the exertions of Messrs. Porter and Gopala Row assisted exclusively by a body of native teachers. I have already said that the College was under Mr. Gopala Row for a period nearly as long as that for which it was under Mr. Porter, after the College was raised to the First Grade; and it made no difference then whether the latter or the former was Principal. The impetus given to education by Mr. Porter and the spirit of devotion to duty inspired by his example gave a high tone to the College, and every one, teacher and student, was at his best under his self-sacrificing guidance. Mr. Gopala Row was second only to Mr. Porter, and in him Mr. Porter had a colleague and successor competent and willing to carry out his work on the same lines of progressive efficiency. The reports of those times bear ample testimony to the capacity of natives to cope with the highest educational work with as much success as the foremost European educationists. Mr. Porter had been away from Kumbakonam for about two years and a

half from May 1872 to November 1874; and on his return, he found that the College had advanced materially both in its strength and its efficiency under Mr. Gopala Row. In his report for 1874-75, he wrote as follows of the work done in his absence by the staff composed entirely of natives: "This (strength) is not only considerably above the numbers in this College at any previous time, but is I believe equal to the highest point ever reached by the Presidency College . . . In the University Examinations, the success was greater this year than on any previous occasion both as respects the numbers that passed and their position in the list. The three Examination lists of the year were all headed by students of this College, and the number of failures was unusually small. I believe it has been obtained by very strenuous exertions on the part of all the masters and on the part of Mr. Gopala Row by an amount of personal effort which cannot be expected from many men." Successive Directors bore testimony to the high attainments and abilities of this eminent native educationist; and the fact that he was recognized (and even appointed) as the proper person to succeed Mr. Porter at the head of the Kumbakonam College is conclusive evidence as regards the high estimate of him formed at the time by competent judges.

It is needless to enter here into the history of his transfer from Kumbakonam after a successful management of the College continuously for four years. My concern at present is only to show that natives as such are not incompetent to do with efficiency and success the highest educational work in our Colleges, and this is, I think, indisputably established by the facts adduced above regarding the work turned out at the Kumbakonam College in the period of fifteen years since 1868. The present condition of the College cannot be due, therefore, to the weakness of its staff in the European element.

The decadence of the College in recent years is, as stated above, due chiefly to the neglect of its welfare by the Department of Public Instruction. Ever since the inauguration of the policy of encouraging private enterprise in Secondary and Collegiate Education, appointments to vacancies in the Kumbakonam College have been mostly unfortunate. Men left without work by the withdrawal of Government from High School Education have been drafted into its First Grade Colleges; and this independently of

their fitness for the duties which they have been called upon to discharge. College work cannot possibly be done with efficiency by any and every individual that takes up the profession of a teacher. And under the present system of specialization, no one can teach a subject with credit to himself and benefit to his students without having received beforehand a special training in it. One intended for a Chief Lectureship in any College should first be selected for his special aptitude for the subject he is to teach, and then be made to pass through a term of apprenticeship as an assistant to a Lecturer or Professor handling the same subject with approved ability. Even a casual glance at the history of the service of some of the teachers employed in Government Colleges will show to how small an extent this or any other reasonable condition has guided the officer responsible for the appointments in those Colleges. Small blame to the teachers themselves in this matter. It speaks well of their industry and general capacity that in spite of this they have been able to turn out fairly good work, work that compares favourably, as we have seen, with the work even of European Specialists in the foremost Colleges of Madras. The system, however, should be blamed that drives teachers into First Grade Colleges irrespective of their previous training and fitness for work in them and irrespective also of their own inclinations in the matter. The Kumbakonam College has suffered much in popularity from this cause, and the period of its decline has been almost co-terminous with the period for which this system of finding vacancies for men and not men for vacancies has been in force.

This is too patent a fact to be dwelt upon at any greater length, so patent that it has produced a general impression that the Government has been for the last some years actuated in making its appointments to the Kumbakonam College by a desire to lower its efficiency and prestige, and to abolish it eventually on the ground of its unpopularity. If the staff is not at present what it ought to be, it is not so because of its being composed almost wholly of natives, but only because the Government has systematically ignored the interests of the College. Considerable force is lent to this view of the question by an act of injustice perpetrated by our Goverment in regard to the Kumbakonam College some six years ago. It then abolished its Phy-

sical Science Class, which act was characterized as "a serious blow to the prestige of the College" by its then Principal. The present Director of Public Instruction has also added his own testimony towards strengthening the same impression in the mind of the public. He addressed some of the leading citizens of the town some time last year asking them whether they were prepared to take up the management of the College if the Government should retire from it. This idea was disowned indeed by Lord Wenlock when pressed about it at a meeting of the Legislative Council; but it shows indisputably the general trend of Departmental feeling in the matter and proves also that the suspicions of the public in regard to it are not without foundation.

The necessity of providing the old servants of the Department with places on the staffs of such institutions as yet remain under its control is the only conceivable excuse that may be put forward on behalf of the mischievous policy referred to above as accounting chiefly for the unpopularity of the Kumbakonam College. But Educational Institutions exist not as a refuge for the displaced servants of the Department, nor even for those unfortunate young men who have sought service in it for want of an opening in any other. They exist for imparting efficient instruction to the youths of the land and for making good and cultured citizens of them; and this object of their existence should on no account have been sacrificed on any consideration whatever. Whether the men thrown out of employment by the abolition of Government High Schools and Second Grade Colleges might not have been absorbed into the wide field of the Government Inspecting Agency, it is not for me to consider. I believe that this could have been done with the utmost ease; and even if this was really impracticable, efficiency in Educational Institutions must have dictated the compulsory retirement of men unfit to be entrusted with higher educational work, and not their retention to encumber the chairs of First Grade Colleges.

The Kumbakonam College has thus suffered not from any inherent incapacity in natives to do the work of a College with efficiency. They have done that work in the past with remarkable success and will do so in the future if given the opportunity. If the Government or any body of private philanthropists would only render pecuniary help in anything like the proportion in which the Madras Christian College receives it from its managers, we

may any day bring together a band of native educationists equal to the best European staff now found in the Presidency. I am fully aware that the best European educationist is a being of quite a different nature from the best native educationist. It is not likely that any native can at any time hope to approach the high standard of mental culture that belongs to men like Messrs. Porter and Thompson. Their very presence in our midst is an education for which no substitute can possibly be imagined. But I protest against the common practice of fancying that any European is better than the best native. It is seldom that the merits of a native are recognised adequately even by his own countrymen ; and till by the sheer force of his capacity and attainments he overcomes the many barriers in his way and makes it impossible that his existence should be ignored any longer, he meets only with rebuffs and ridicule, and is treated on all hands with supercilious contempt. Conceit is the bane of the Anglo-Indian, and apathy of the Indian. And merit has to conquer these by an appeal to the fair-minded public of England, and has a chance of recognition in India, only if it can secure beforehand an audience in the country of our rulers beyond the seas. There is no necessity to refer to any concrete cases in proof of these statements, as they must readily occur to all just at present. There may be, therefore, men of high capacity and attainments without the public knowing of their existence, flowers "born to blush unseen and waste their sweetness on the desert air." It is no idle boast when I say that we can organize a thoroughly competent staff of native educationists to man a First Grade College and even more than one, if our paternal Government or persons having the requisite amount of influence set their hand to such a national undertaking.

The above remarks must have already suggested the remedy that should be applied to make the Kumbakonam College more efficient and popular. Vacancies in it must be filled up only in the interests of education and not in the interests of individuals. Prior to the Directorship of Mr. Grigg, this was invariably the case, and it was seldom or never that any appointment was made in a College against the wishes of its Principal. This imposed upon him a sense of personal responsibility, felt all the more keenly when by long stay and other circumstances he should have formed, as was often the case, an attachment for the institution under his management.

In times past, the Principal of a College and his Assistants were imbued with the spirit of brotherhood as associates in a common cause and worked with unanimity and zeal in advancing its interests. These are now changed. In the barren sterility of promotion by seniority, pure and simple, which has now taken a firm grip of the Department, all inducement to personal exertion and efficient work has disappeared, and teachers go through their work in a dead march of apathetic routine. A teacher without enthusiasm in his work is no teacher at all; and the Department has succeeded in destroying all motives to enthusiastic work in its teachers. A better system of Departmental management and control, and the creation of more earnestness and enthusiasm in the teachers can alone restore to the Government College at Kumbakonam the glory that belonged to it in the past.

DEPARTMENT OF EDUCATION.

WRITTEN EXAMINATION FOR TEACHERS' CERTIFICATES. DECEMBER 1896.

SECOMD-GRADE COLLEGIATE—ORGANISATION.

1. (*a*) What are the advantages of a good classification of pupils?

(*b*) If a pupil coming from an unrecognised school applied on the 1st September for admission to a school of which you were head-master, what points ought you to attend to before admitting him to a class?

2. In some schools separate teachers are allotted to each class, while in others the work is distributed among the staff. Estimate the relative advantages of the two systems.

3. Draw up a time-table for a Fourth Form for a week, assuming that the form meets for five hours on five days. Give as far as possible reasons for the particular order in which you arrange the lessons.

4. What registers must be kept in all recognised schools? What is the use of keeping them and what information should they afford?

5. Mention the chief points that must be attended to in order to secure the proper sanitary condition of a school, and explain their importance.

6. Point out the usefulness of leaving certificates, and write out a leaving certificate in proper form.

7. What staff do you consider necessary for a fully equipped secondary school which has no primary department? State what qualifications the different members of the staff must have.

8. Write a letter in official form to the Manager of a newly established Middle school, pointing out the necessity of providing a gymnasium, enumerating the necessary apparatus, and asking him for permission to purchase it.

SECOND-GRADE COLLEGIATE—DISCIPLINE AND MORAL TRAINING.

1. "No term connected with school-work has been used in a greater variety of ways than the word *discipline*." Give a comprehensive statement of what is included under this term.

2. Children have an instinctive love of activity. Point out how this instinct may be utilised by the teacher.

3. (*a*) What is the province and use of punishment in school discipline?

(*b*) What general rules should be followed in its administration?

4. What means should a teacher employ—

(*a*) to encourage truthfulness.

(*b*) to check late attendance.

5. Point out the advantage from the point of view of discipline of a teacher associating with his pupils in the play-ground.

SECOND-GRADE COLLEGIATE—TEACHING.

1. Write full notes for a forty minutes' lesson on one of the following, saying for what class it is intended:—

(*a*) The Indian Ocean.

(*b*) The Revenue Department.

(*c*) Village Sanitation.

2. How would you explain to a class that $-a \times -a = a^2$ and that things which are equal to the same thing are equal to one another?

3. What are the general principles that should guide you in setting examination papers and valuing the answers?

4. What composition exercises are prescribed in the Madras Educational Rules for the Fourth and Sixth Forms?

What principles will guide you in selecting subjects for essays and passages for paraphrase?

The Scholar.

5. My days among the Dead are past
Around me I behold,
Where'er these casual eyes are cast,
The mighty minds of old:
My never failing friends are they,
With whom I converse day by day

With them I take delight in weal
And seek relief in woe ;
And while I understand and feel
How much to them I owe,
My cheeks have often been bedew'd
With tears of thoughtful gratitude.

Choose from the above the sentences or phrases which you think would require explanation to the Fifth Form, and show, by a series of questions and the answers you would except, how you would elicit the meaning of any one of them.

6. How would you use the text-book in teaching English History?

UPPER SECONDARY—ORGANISATION.

1. Make a plan of a building for a Lower Secondary school, providing the space, required by the Educational Rules, for the following attendance :—

Form III	...	...	...	35 pupils.
„ II	...	...	...	40 „
„ I	...	...	...	40 „
Class IV	...	...	...	40 „
„ III	...	...	...	40 „

2. Describe fully the "sanitary requirements" of a Lower Secondary school.

3. What are the minimum qualifications, general and professional, for the teacher of each form in an Upper Secondary and Secondary school and of classes IV. and III. in a Primary school?

4. What sort of books would you, as Headmaster of a Lower Secondary school, order for (1) the reference and (2) the lending library. Name one or two books as specimens of each class of books you would select.

5. What registers and returns are prescribed by the Educational Rules for a Lower Secondary school?

6. Write, fold and docket a letter from the Headmaster of a Municipal Lower Secondary school to the Chairman of the Municipal Council, reporting the resignation of the Second Assistant, asking for the appointment of some one to succeed him, and stating the qualifications required.

UPPER SECONDARY—DISCIPLINE AND MORAL TRAINING.

1. What use would you make of emulation as a stimulus to progress? Give examples.

2. In what cases should corporal punishment be employed, and why?

3. What do you consider to be the chief benefits of *punctuality*? How would you endeavour to cultivate it among your boys?

4. How would you deal with a case of—

(*a*) Persistent neglect of preparation of lessons.

(*b*) Habitual inattention in class.

(*c*) Disobedience of a plain command.

5. What are the chief points you should attend to in the manners of your pupils? Show how the manners of a teacher affect his class.

Upper Secondary—Teaching.

1. What is the difference between telling and eliciting a thing? Give two illustrations of the correct use of each.

2. What is meant by recapitulation, and why is it necessary in teaching?

3. In teaching simple proportion, two methods may be adopted. What are they and what are their respective merits?

4. Classify questions put in teaching and state the respective uses of each kind.

5. What are the evil effects of careless examination of pupils' home-work?

6. On what exercises would you mainly rely for teaching spelling? To what extent is dictation a lesson in spelling?

7. *(One only of the following* (a) *or* (b) *is to be attempted)*:—

(*a*) In giving a lesson on English reading to the First Form in a school for native children, what thing should you aim at? Give an idea of the plan you would adopt.

(*b*) Describe your aims and methods in teaching reading in your own vernacular.

8. Write full notes of a lesson to Standard III. on one of the following subjects:—

(*a*) The sugar-cane plant.

(*b*) The cow.

(*c*) A brick.

Lower Secondary—Organisation and Discipline.

1. Describe what you consider to be a well-organised Upper Primary school.

2. What points should be kept in view when drawing up a time-table?

3. Why should the first hour of school-work be devoted to impor-

tant subjects? What subjects would you therefore prescribe for the first hour?

4. How would you deal with unpunctual pupils? State your reasons for the course you would adopt.

5. How do you find the average daily attendance for a month?

6. Draw up in tabular form entering the headings, an admission register for an Upper Primary school.

Lower Secondary—Teaching.

1. (*a*) How would you lead your pupils to an intelligent use of the map?

(*b*) Draw up notes of a lesson on the geography of your district.

2. (*a*) How would you use the ball-frame in teaching multiplication and division tables?

(*b*) By what means would you train your pupils to work sums in arithmetic (1) accurately and (2) quickly?

(*c*) Work the following as a model:—

Rs. 306 A. 4 P. 10 × 365.

3. How would you account for the fact that pupils of even the higher classes spell badly most of the vernacular words in daily use? How would you remedy the evil?

4. Give a brief sketch of your method of giving a dictation lesson, describing the mode you consider best for correcting the exercise.

5. Draw up brief notes of a lesson on the subject, predicate and object.

UNIVERSITY OF MADRAS.

SUBJECTS FOR EXAMINATION.

MATRICULATION EXAMINATION—1897.

BRANCH II.—SECOND LANGUAGE.

Sanskrit. Selections to be published by the University.

Greek. Euripides. Medea, *minus* the choruses.

Xenophon. Cyropædia, book III.

Latin. Ovid. Metamorphoses, book I, lines 1 to 415; book III, lines 24 to 130; book XI, lines 89 to 193 (as in Bradley's Ovid's Metamorphoses by John J. White).

Cæsar. De Bello Gallico, book IV (Macmillan & Co.)

Arabic. Nukhab-ul-Milah, part II.

Persian .Rúznamah-i-Safar-i-Faringistan. First Tour. From beginning of tour in France to end of tour in Austria.

Muntakhabat-i-Fàrsi, No. 4, pages 1–30 (S.P.C.K. Press, Madras).

Bústan, chapter I.

Hindustani. Majmua-i-Nazm-i-Hali. Second half (Murtazavi Press, Delhi).

Taubatu-n-nasuh. First six chapters.

Tamil, Telugu, Kanarese and Malayalam.

Selections to be published by the University.

Uriya. M. S. Rao. Prabhandhamala, pages 1-115.

Ram Narayan Ray. Kabitasangraha.

Marathi. Peshwa's Bakhar.

Life of Socrates.

Navanîta:

Moropant. Sâvitrî-Ákhyâna and Kekâvali.

Mukteshvar. Harischandrâkhyâna.

Shridhar. Shriyâlacharitra

Ramdas. Manache Shloka.

Tukaram. The Wife's Remonstrance and Letter to Shivaji.

Burmese. Prose. Zanaka Jataka.

Withandya Jataka.

Poetry .Lanka-thara Son-ma-sā.

Am-tha-tha-sin-ma-sā.

The spelling required of the candidates who present themselves for examination in Burmese should be in accordance with—

(*a*) The Thatpôn published by the Text-book Committee;

(*b*) Judson's Dictionary; and

(*c*) The revision made by the Text-book Committee of the words of disputed spelling in Judson's Dictionary.

French.

Xavier de Maistre.	1. La Jeune Sibèrienne. 2. Le Lepreux dela cite d'Aoste.	Edited by Macmillan & Co.

La Fontaine, books IX to XII.

German. Theodor Körner. Zring.

Selections from the poems of Schiller and Göthe (Clarendon Press Series).

BRANCH IV.—PHYSICS AND CHEMISTRY.

(*a*) Elements of Physics. Balfour Stewart's Physics (Science Primer Series).

(*b*) Elements of Chemistry. Roscoe's Chemistry (Science Primer Series).

FIRST EXAMINATION IN ARTS—1898.

BRANCHES I AND II.—LANGUAGES.

English. Shakespeare. As you like it.
Wordsworth. Excursion, book I.
Macaulay. Boswell's Life of Johnson,
Conan Doyle. Micah Clarke.

Sanskrit. Kumarasambhava. 1 to 5 sargas.
Champuràmàyana. Bàlakànda.

Greek. Sophocles. Electra.
Aeschines. In Ctesiphontem.

Latin. Virgil. Book VI.
Horace. Epistles, book II.
Livy. Book I, chapters I to 41 inclusive, omitting the Introduction (Macmillan, 1896).
Cicero. De Amicitia.

Arabic. Alf leilah. Nights 1 to 30.
Nafhat-ul-Yaman. Chapter I.

Persian. Diwàni-i-Hafiz. The whole of Radif-i-dàl
Anwàri Suheili. Chapters II and III.

Hindustani. Ibu-ul-Wagt. First 15 chapters.
Diwan-i-Rind.

Tamil. Villiputtúrar Bharatam. Udyogaparvam. First four sarukkams to the end of Krishnan Tudu. Naladiyar. Chapters 26 to 30.
Manonmanyam, by Mr. P. Sundaram Pillai, M.A. About 50 pages of the latter half of the work to be selected and reprinted by the author.
Puranakathasaram, by K. V. Srinivasachariyar of St. Joseph's College, Bangalore. First 73 pages.

Telugu. Bharatamu. Udyogaparvamu. Canto 1.
Chitra Naliyamu, by D. Krishnamacharlu.
Lives of Telugu Poets, by Rao Bahadur K. Viresalingam Pantulu, Part II, pages 51 to 100.
Bhutapuri Mahalingamu, by Karalapati Rangaiya. Canto 1.

Kanarese. Jaimuni Bharata. 5th, 7th and 8th sandhis.
Chenna Basava Purana. 4th and 5th sandhis.
Adbhutaramayana. Kavya Manjari Series.
Life of Confucius, by Mr. M. S. Puttanna.

Malayalam. Adhyatmaramayanam. Balakandam.
Nalacharitam. Kathakali. Second's days play.
Bakavadham. Kathakali.

Chandrahasa Charitam. The first half.

Uriya. Ramayana Aranyakanda, by Fakir Mohan Senapati.

Mahabharata Adiparva, by Fakir Mohan Senapati. Adhayayas 71 to 140.

Marathi. Padyaratnavali, by Krishna Sastri (Chiplunkar).

Krishnavijaya, by Moropant. 1 to 15 chapters of the Purvàrdha (Nirnayasagara Press, Bombay).

Life of Bhaji Row (Nirnaysagara Press, Bombay).

French. Bossuet. Discours sur l'histoire universelle. Part I.

Bernardin de St. Pierre. { 1. La Chaumiére indienne.
2. Le Cafe de Surate (Henri Gautier, 55, Quai des grands, Augustins. Paris) }

Moliere. Le Misanthrope

Racine. Athalie.

German. Schiller. Maria Stuart and Iphigenie auf Tauris.

Göthe ... { Aus meinem Leben Warheit und Dichtung. Part 1. Egmont's Leben und Thod and Belagerung von Antwerpen (Clarendon Press Series). }

BRANCH V.—HISTORY.

(*a*) An introduction to Greek History by Mark Hunter, B.A. (Oxon). Published by V. Kalyanarama Aiyar).

(*b*) A short History of the Roman Republic by the same author and publisher.

B.A.- DEGREE EXAMINATION—1899.

English. Chaucer, Parliament of Foules.

Shakespeare. Much Ado about nothing.

Tennyson. In Memoriam, sections I., IX., X., XI., XVII., XVIII., XIX., LXXXII., LXXXV., LXXXVII., XCIII., XCIX., C., CI.

Macaulay. History of England, chapter I.

Newman. Office and Work of Universities, chapters I.—VIII.

R. L. Stevenson. The Master of Ballantrae.

Sanskrit. Harshacharita. 1 to 3 Uchchvasas.

Mudrarakshasa.

Greek. Sophocles. Antigone.

Homer. Iliad, lib 23-24.

Thucydides, book VI.

Latin. Virgil. Georgics.

Plautus. Trinummus.

Cicero. De Officüs, books II and III.

Tacitus. Annals, book VI.

Arabic.

Majani-ul-adab, Part III. } Arabic Teacher, Madrasa-i-a'izza,
Ilm ul-adab, Part I. } Hyderabad, Deccan.

Persian. Sikandar Namah. Up to the Dastan-i-Jashn-i-Núshabah.

Insha-i-Abu-l-Fazl. Third daftar from the Ikhtitam-i-Sharh-i-adab-ul-Muridin.

Hindustani. Ab-i-Hayat. Second half. Victoria Press, Lahore.

Diwan-i Nisikh. First Diwan. To the end of Radif-i-mim.

Tamil. Kamba Ramayanam. Ayodhya Kandam (School Book Society's edition), padalams 1 to 4.

Kural. Chapters 41 to 50.

Manimeghalai. Kadaias 1 to 3.

Silappadhikaram. Urkankadai and Adaikkalamkadai.

Dandi Alankarasaram. The first three Iyals.

Telugu. Harischandra Nalopakhyanam. Canto 4.

Uttara Ramayanamu, by Papa Raju. Canto 8. First half up to "Gargya's visit to Rama (inclusive).

Vikramarka Charitra, by Jakkana. Canto 1.

Mritchakatika. Acts 1 to 5.

Alankara Chandrika, by Sivarama Sastri. Pages 1 to 65.

Telugu Philology, by Mr. M. Seshagiri Sastriyar, M.A. Verbs.

Kanarese. Kadambari Purvabhaga. Stanzas 751 to the end.

Rajasekhara Vilasa. First three asvas.

Gadayudha. Chapters 3 and 4 (Kavya Manjari Series).

Anubhavamrita. Adhyayas 1 and 2.

Malayalam. Bharatam. Bhisma Paravam and Karna Parvam.

Bhasha Naishatba Champu. Second half.

Uttara Rama Charitam. First three ankas.

Nivata Kavacha Kalakeya Vadham. Kathakali.

Uriya. Srimadbhagavata. From 11th adhaya to the end of the third skandha. Vetalapanchavimsati. From the 13th skandha to the end of the book.

Marathi. Muktesvarar's Mahabharata Adiparva (Nirnayasagara Press, Bombay).

Moropantachche Kavita. From the Nibandhamala of Vishnu Krishna Chiplunkar.

Santavijaya, by Mahípati. The four adhyayas.

French. Andrieux. Les Etourdis.

Les Vieux Poetes Français. Henri Gautier, Quai des grands Augustins, 55, Paris.

Comte d'Haussonville. Le Pere Lacordaire, 1895.

Correspondence de Louis Veuillot. Lettres a Son frere, a sa famille a Divers. Tome premier.

Les Cent premieres lettres. Victor Palmé rue des Saint Peres; 76, Paris.

German. Göthe. Faust, Part I.

Schiller. Don Carlos.

Lessing. Laokoon, oder üdber die Grenzen der Malerei und Poesie.

Freitag. Die verlorene Handschrift.

SCIENCE DIVISION.

Branch II.

(*a*) Balfour Stewart's *Lessons on Elementary Physics.*

(*b*) Valentin's *Inorganic Chemistry.* Miller's *Elementary Chemistry. Jones, Owen's College, Junior Course of Practical Chemistry.*

ii. (A) (*a*) Todhunter's *Mechanics for Beginners.*

(*b*) Ganôt's *Elementary Treatise on Physics.* Deschanel's *Natural Philosophy.*

iii. (B) Fowne's *Manual of Chemistry*, last edition. Velentin's *Qualitative Analysis.*

Branch III.

[The text-books mentioned in this branch are merely recommended to students; the examination will not necessarily be confined to them.]

i. Huxley and Martin's *Elementary Biology.* The article "Biology" in the 9th edition of the Encyclopædia Britannica (reprinted in Huxley's *Invertebrata*). Parker's *Elementary Boilogy.*

ii. (A) Vine's *Text-book of Botany.* Asa Gray's *Botanical Text-book.* Oliver's *First Book of Indian Botany.* Bower and Vine's *Practical Botany.* Hooker's *Flora of British India.* Bennett and Murray's *Cryptogamie Botany.*

ii. (B) Sterling's *Practical Physiology. Hand-book of Physiological Laboratory.* Foster's *Text-book of Physiology.* Schafer's *Essentials of Histology.* Power's *Human Physiology.*

ii. (C) Claus' *Text-book of Zoology.* English translation. Gegenbaur's *Elements of Comparative Anatomy.* Marshall and Hurst's *The Frog.* Marshall and Hurst's *Practical Zoology.* Wiedersheim's *Comparative Anatomy of Vertebrates.* Huxley's *Anatomy of Vertebrata.* Zoological articles in the Encyclopædia Britannica. Shipley's *Zoology of the Invertebrata.* Lang's *Comparative Anatomy.*

ii. (D) Geikie's *Text-book of Geology.* Oldham's *Manual of Geology of India.* Dana's *Manual of Mineralogy.* Nicholson's *Manual*

of Palæontology. Geikie's *Field Geology.* Cole's *Aids to Practical Geology.*

Branch IV.

ii. *History of Philosophy.* Locke's *Essay concerning Human Understanding*, book I, book II, chapters 1-11 (inclusive), book IV.

iv. *History of Ethics.* Kant's *Metaphysic of Ethics, The Groundwork* (being the first three chapters of the above-named work).

Branch V.

iii. *Modern Hiory*, 1485-1852.

vi. (*a*) Ethnology. Regarded as the science of the formation, distribution and classification of races and descriptive of their manners, customs, religion, language, mental and physical characteristics. Its methods and main features of its connection with (1) Anthropology, (2) Archæology, (3) Comparative Philology. Classification and description on the basis of anthropology; cranial development; facial angles; weight of brain; colour of hair, skin, eyes; term of life. Archæology. Ancient weapons and implements. Pottery. Architecture.

(*b*) Maine's *Ancient Law.*

M. A. DEGREE EXAMINATION—1899.

BRANCH I.

(*b*) viii. Lloyd's *Lectures on the Ware Theory.*

BRANCH II.

(A) The standard in Physics to be that of the Honours Examination for the B.Sc. Degree of the London University; in Mixed Mathematics, that of Natural Philosophy for the B.A. Degree Examination of the Madras University, Astronomy being excluded; in Chemistry, that of Optional Chemistry for the B.A. Degree Examination of the Madras University, Organic Chemistry being excluded.

(B) The standard in Chemistry to be that of the Honours Examination for the B.Sc. Degree of the London University; in Physics, that of Optional Physics for the B.A. Degree Examination of the Madras University.

BRANCH III.

The standard in Botany, Physiology, Zoology, and Geology to be that of the Honours Examination for the B.Sc. Degree of the London University.

BRANCH IV.

i. The following additions to the B.A. course:

(1) *Psychology and General Philosophy.*—Laws of Association. Theories of the Will, Physical Basis of Emotion.

(2) *Logic.*—Scientific Methods of Discovery and Proof. Analogy. Probable Inference.

(3) *Ethics.*—Psychological Hedonism and its relation to Ethics. Theories of Justice. Moral obligation.

ii. (1) *Psychology and General Philosophy.*—Experientialism in England from Locke to Mill and Bain.

(2) *Logic.*—Induction as conceived by Bacon, Newton, Herschell, and Whewell.

(3) *Ethics.*—Kantian Ethics.

iii. (1) *Psychology and General Philosophy.*—Caird's *Philosophy of Religion.*

(2) *Logic.*—Bosanquet's *Essentials of Logic.*

(3) *Ethics.*—Green's *Prolegomena to Ethics.*

BRANCH V.

i. Ancient History. Egypt under the Plorenices.

ii. Mediæval History. Charlemagne and his times.

iii. Modern History. The French Revolution from November 1799 A.D. to November 1815.

iv. History of India. Relations of the British Power in India with Afghanistan.

v. Modern Socialism.

vi. Ethnology in India with special reference to the Peninsula.

vii. Lawrence's *Hand-book of International Law.* Lawrence's *Essays on some disputed questions in International Law.* Hall's *International Law.*

viii. Smith's *Wealth of Nations,* book I., chapters 1 to 5, 10 and 11; books III. and IV. J. S. Mill's *Political Economy.* Ingram's *History of Political Economy.* Marshall's *Principles of Economics.* Cunningham and Macarthur's *Outlines of English Industrial History* and Nicholson's *Money and Monetary Problems.*

BRANCH VI.

i. Sayce's *Principles of Comparative Philology and Introduction to the Science of Language.* (The examination will not necessarily be confined to the books recommended.)

iv. Text-books.

English. Anglo-Saxon Chronicle as in Sweet's Anglo-Saxon Reader, Fifth Edition (Clarendon Press Series) selections I., VI., VII., VIII., XVII., XVIII., and XXII.

Langland and Barbour as in Morris and Skeat's specimens of early English, part II. (1298-1393), pp. 175-214.

Chaucer. The Knight's Tale. The Legend of Good Women.

Spencer. The Faerie Queen, book III., Prothalamium, Epithalamium.

Shakespeare. The Comedy of Errors, Coriolanus, Lear, Winter's Tale.

Ben. Jonson. Catiline.

Massinger. A New Way to Pay Old Debts.

Milton. Paradise Lost, books V., VI., VII., and VIII.

Dryden. The Hind and the Panther.

Byron. Childe Harold.

Wordsworth. The Prelude.

Shelly. Hellas, Epipsychidion, To a Sky-lark, The Sensitive Plant, Ode to Liberty, The Cloud, Sonnets, Hymn to Intellectual Beauty.

Browning. Strafford.

Tennyson. The Idylls of the King.

Bacon. Advancement of Learning, books I. and II.

Seeley. Science of Politics.

Thackeray. Esmond.

Burke. Reflections on the French Revolution.

Carlyle. The French Revolution.

Sanskrit. Rig Veda, 1 mandala, 1 to 36 suktas.

Sarirakasutra. First adhyaya with the commentary of Sankaracharya.

Asvasalayana Grihyasutra.

Sarvadarsanasangraha. From the Nakulisapasupatadarsana to the end.

Harshaacharita.

Balaramayanana of Rajasekhara.

Ratnavali.

Siddhantakaumudi. From the beginning to the Aryayadhikara.

Gautama Nyayasutra with the commentary of Vatsyayana; the first two adhyayas.

Greek. Hesiod. The Works and Days.

Homer. Odyssey. Books I., II., and III.

Sophocles. Œdip. Colon., Philoctetes, Trachiniæ.

Aristophanes. Acharnians; Birds.

Thucydides. Books I., II., and III.

Plato. Protagoras; Timæus.

Æschines. De falsa Legatione. In Timarchum.

Plato. Politics; books I., II., and III.

Latin. Virgil. The Eclogues.

Horace. The Odes, books I., II., and IV.

Persius. The whole.

Terentius. Phormio.

Plautus. Captivi.

Lucretius. Book II.

Tacitus. Hist., book II.

Quintilian. De Institutione Oratorica, books I., II., and III.

Cicero. De Natura Deorum. De Amicitia. De Senectute.

Livy. Books XXXI. to XL.

DRAVIDIAN LANGUAGES.

Tamil as First Language. Chintamani. Kankamalayar Ilambakam.

Silappadhikaram. Maduraikkandam. First 5 cantos.

Kamba Ramayanam. Uttarakandam. Padalams 1 to 5.

Tiruvilayadal. Alavaykkandam. The first 8 padalams.

Kalladam. Agavals 20 to 40.

Tayumanavar Padal. 200 stanzas of Paraparakanni.

Peria Tirumoli. From Ettampattu to Pattampattu inclusive.

Tolkappiyam. Solladhikaram.

Dandi Alankaram. Porulani Iyal.

Tamil as Second Language. Kamba Ramayanam. Sundara Kandam. Padalams 1 to 4.

Kural. Chapters 41 to 60.

Villiputturar Bharatam. Aranya Parvam. First 7 padalams.

Chintamani. Namakal Ilambakam.

Nannul. Solladhikaram.

Telugu as First Language. Bharatamu. Udyoga Parvamu.

Amukta Malyada. Asvasas 4 and 5.

Bhagavatamu, by Pottanna Skandhas 5 and 6.

Kavijanaranjanamu. The whole.

Venkatesvara Vijaya Vilasamu. Second 100 stanzas.

Kalahasti Mahatmyamu, by Dhurjati. First Asvasa.

Kavyalankara Chudamani (Arthalanka Prakarana).

Andhra Pancha Kavya Kavula Charitramu, by Sri Ramamurti.

Vignanesvaruyamu, by Ketanna. Vyavahara Kandamu.

Telugu Philology by Mr. M. Seshagiri Sastriyar. Verbs and Ardhanusvara.

Telugu as Second Language.

Bharatamu. Bhishma Parvamu. Asvasas 1 and 2.

Amutamalyada. First Asvassamu.

Vasu Charitra. Asvasa III.

Kalahasti Mahatmyamu, by Dhurjati. Asvasa I.

Telugu Philology by Mr. M. Seshagiri Sastriyar. Verbs and Ardhanusvara.

Kanarese as First Language.

Sabdamanidarpana with commentary (Kittel's Edition).
Mallinatha Purana.
Pampa Ramayana. Chapters 11 to 15.
Jagannatha Vijaya. Asvasas 4 to 6.
Sabarasankara Vilasa. The whole.
Kannada Sakuntala, by Basappa Sastri.
Udayadityalankara (Kavya Manjari Series).
Gnanayogatarangini. First part (Bangalore Edition).

Kanarese as Second Language.

Jaimini Bharata. First 5 sandhis.
Basava Purana. First 5 sandhis.
Surasena Charitra, by Basappa Sastri and C. Subba Rau.
Aparatima Vira Charita (Kavya Manjari Series).
Sabdamani Darpana.

Malayalam as First Language.

Valmikiramayanam. Balakandam.
Bharatam. Sambhavaparvam and Udayaparvam.
Adhyatma Ramayanam. Cantos 1 to 3.
Bhashanaishadha Champu.
Krishnagatha, by Cheruseri Namburi Rituvarnanam.
Kathakalis, by Kottayattu Kerala Varma Tambiran. Krimmiravadham and Nivatakavachavadham.
Nalacharitam, by Unnayi Variyar.
Uttaraswayamvaram. Kathakali.
Vairagyachandrodayam.
Bhagavatain. Skandas 1 to 3.

Malayalam as Second Language.

Bharatam. Aranyaparvam.
Adhyatma Ramayanam. Sundarakandam.
Bhashanaishada Champu. First half.
Krishna Gatha.
Kalakeyavadham.
Nalacharitam, by Unnayi Variyar.
Prahladacharitram.

L.T. DEGREE FXAMINATION—1898.

II. History of Education.

The Educational Theories of Plato.

FIRST EXAMINATION IN LAW—1899.

Jurisprudence. Austin's Jurisprudence, Volume I, omitting Lectures II., III. and IV. Maine's Ancient Law.

Roman Law. J. B. Moyle's Institutes of Justinian, except the Latin text, but with the same author's English translation thereof. To be omitted Titles I. to XII. (inclusive) in book III. and Excursus I. and X.

Contracts. Anson's Law of Contracts, and Cunningham and Shephard's Commentaries on the Indian Contract Act.

Torts. Pollock on Torts.

Criminal Law. Mayne's Commentaries on the Indian Penal Code.

Principles of Equity in relation to Contracts and Torts. Specific Relief Act, and Snell's Equity, Parts III. and IV.

EXAMINATION FOR THE DEGREE OF BACHELOR OF LAWS--1899.

Theory and Law of Property including (a) The Law of Trusts and Trustees, (b) The Transfer of Property. Stephens' Commentaries book II. Introduction. Part I., Real Property, excepting chapters XIX., XXI., XXII. and XXIV.

Indian Easements Act with Innes' Law of Easements. Stephens' Commentaries, book II., Part II., Personal Property, excepting chapters V. and VI. The Indian Trusts Act with Snell's Equity, Parts I and II., chapters I. to VI. (inclusive). The Transfer of Property Act with Shephard and Brown's Commentaries thereon and Snell's Equity, Part II., chapters VII. to XX. (inclusive).

Hindu and Muhammadan Law. Mayne's Hindu Law and Usage. MacNaughten's Principles and Precedents of Muhammadan Law.

Indian Constitutional Law. Cowell's Courts and Legislative Authorities in India.

Law of Evidence. Stephens' Introduction to the Indian Evidence Act and Best's Principles of Evidence.

Civil and Criminal Procedure including the Law of Limitation.

M.L. DEGREE EXAMINATION—1899.

The text-books recommended to candidates for the M.L. degree, in addition to those recommended in the corresponding subjects for the B.L. Degree, are:

General Jurisprudence. Austin's Jurisprudence.

Theory and Principles of Legislation. Bentham's Theory of Legislation.

Mercantile and Maritime Law. Smith's Compendium, by Dowdeswell. Maclachlan's Treatise on the Law of Merchant Shipping. Tudor's Leading Cases on Mercantile and Maritime Law. Arnould's Marine Insurance.

The Theory and Law of Property and Obligations. Williams' Principles of Real Property. Williams' Principles of Personal Property. Lewin on Trusts. Dart's Vendors and Purchasers. Goddard on Easements. Smith's Leading Cases on Common Law. White and Tudor's Leading Cases in Equity. Bigelow's Leading Cases on Torts.

The following cases from Tudor's Leading Cases on the Law of Real Property : Attorney-General *v.* Sir George Sands. Bowle's Lewis case. Cadell *v.* Palmer. Bradey *v.* Piexoto. Clun's case. Doe Hiscocks *v.* Hiscocks. Forbes *v.* Moffat. Morley *v.* Bird. Richardson *v.* Langdridge. Rouse's case. Seymor's case.

Constitutional History. Hallam's Constitutional History. Dicey's Constitutional Law. Sir Erskine May's Constitutional History of England and Anson's Law and Custom of the constitution.

Roman Law. Slandar's Justinian. Lord Mackenzie's Studies on Roman Law.

Private International Law. Wharton.

Public International Law. Hall.

Hindu Law. The Mitakshara and the Dayabhaga (Stokes' Hindu Law Book). Leading cases decided by the High Courts of Bengal, Madras, Bombay and Allahabad, and by the Privy Council. Maine's Ancient Law.

L.S.Sc. DEGREE EXAMINATION—1899.

Chemistry. Roscoe's Lessons on Elementary Chemistry. Wanklyn's Water Analysis. Hasall on Food and its Adulterations.

Physics. Balfour Stewart's Lessons on Elementary Physics. Scott's Elementary Meteorology. Buchan's Hand-book of Meteorology. Ganôt's Natural Philosophy for Beginners.

Sanitary Law. Manuals of Public Officers of Health and Handbook for Inspectors of Nuisances, by Michael Corfield. Wanklyn's Manual of Public Health, edited by Ernest Hart. The different Sanitary Acts passed by the Government of India. The Sanitary Clauses of the Penal Code.

Vital Statistics. Parkes' Manual of Practical Hygiene. King's Manual of Hygiene. Article on Medical Statistics in the Cyclopædia of Anatomy and Physiology. Reports of Famine Commission. Madras Census Reports of 1871 to 1891.

Sanitary Engineering and Sanitation. Latham's Sanitary Engineering. Haskol's Water Works, Sewers, Sewerage and Irrigation. Krepp's Sewerage Questions. Corfield's Dwelling Houses, Galton's Construction of Hospitals. Jones' Manual for District and Municipal Boards.

General Hygiene. Parkes', King's and Wilson's Manuals Moore's Public Health Manual for Ireland. Noel Hartley's Manual of Health.

General Pathology. Hooper's Vade-mecum. Aitkin's Practice of Medicine. Klein's Micro-organisms and Disease.

REVIEWS OF EDUCATIONAL PERIODICALS.

The Indian Magazine and Review.—Mrs. I Brander writes an excellent article in the October number, on the relations which exist, and which ought to exist, between the Natives and Anglo-Indians. A better knowledge of each other, is, in her opinion, what is chiefly required. Such knowledge may disclose weak traits on both sides but it will also reveal commendable points and lead eventually to mutual respect and fellow-feeling. "Co-operation in definite work" seems an excellent means of obtaining such knowledge but she claims justly that "the Hindus should be prepared to act as well as to talk, for the practical English soon lose interest in talk that does not lead speedily to deeds." Speaking of the social intercourse between English and Hindu ladies, she points out the difficulty of carrying on an intelligent conversation even for a few minutes, owing to the barrier of language, and recommends the study of English to the Hindu ladies and that of one vernacular at least to their English sisters. While many Hindu ladies do not care to know the foreign lady, there are others, especially of the younger generation, who welcome her. "When once known," writes Mrs. Brander, "the simple, refined and affectionate nature of Hindu women, appeals I think in a special manner, to the more self-reliant English-woman." She has more faith in invitations to domestic feasts and ceremonies, visits to invalids or friendly calls for a pleasant chat, than in big entertainments as better tending to friendliness. Of Hindu children, she writes "many an English mother pining for the little ones sent to England might (some do) find comfort among the bright and affectionate little Indian children." The lady cherishes great love towards the girls of Madras whose education is entrusted to her fostering care and will be happier still if, in her task, she is materially assisted by the, at present, indifferent guardians of those little ones.

* * *

The Tamil Journal of Education, Madras.—We have perused the first issue of this journal, the object of which is stated to be "to further the cause of Primary and Lower Secondary Education" in this Presidency.

The Editor promises to consider "questions relating to the methods of teaching, the subjects prescribed for the several classes of a Primary School, the kindergarten method of instruction, notes of lessons, object lessons, useful scientific subjects, Government Orders on Educational matters, Proceedings of the Director of Public Instruction and other useful orders and notifications, Lower Secondary and Method Examination papers, reviews of books, moral tales, amusing stories, translations, news and notes." This is an ambitious programme, indeed! The volume under review has an article on the importance of a rational teaching of arithmetic, another eulogising the scheme o appointing village-teachers as postmasters, and the third or last is a translation of some portions of chapter V. of the Madras Educational Rules. We wish the journal every success in its laudable attempt to better the present system of Primary Education.

* * *

A new Malayalam monthly—the *Bhasha Poshini*—hails from Kottayam. It is to be the organ of the Bhasha Poshini Sabha—the society for the improvement of the Malayalam Language and Literature, presided over by The Valia Koil Thambiram, C.S.I., of Travancore. The Sabha was started in 1891, and 4 yearly meetings of the Sabha have been held, at which essays were read, the merits of newly-published works discussed and prizes awarded to successful productions in literature. The number opens with 'Mangal' Slokas by His Highness the Keral Varma Valia Koil Thambiram, K.C.S.I, of Travancore, written after the model of the prefatory sonnets to the Nineteenth Century by Lord Tennyson. There is an article on 'School-management' from an Assistant-Inspector of schools, Travancore, which might have been written in simpler Malayalam and in readable paragraphs. The articles on 'Goldsmith, an English Poet' and on 'Vedanta'—are rather too short. The stanzas on the Queen-Empress by a young poet in honor of the completion of the sixtieth year of her reign are very good. We would like to see the Journal develop a critical spirit in the Vernacular Literature of the country and wish the Sabha every success in its laudable mission.

EDUCATIONAL NOTES.

It may be interesting to know that three hundred years ago, the English language which was spoken by less than 3,000,000 people is now employed by over 115,000,000 people in all parts of the world. It is distributed as follows:—United States, 65,000,000; British Islands,

38,000,000; Canada, exclusive of French Canadians, 4,000,000; West Indies, British Guiana, etc., 1,500,000; Australasia, 4,000,000; South Africa, India and other colonies, 2,500,000.

* * *

It was considered derogatory in ancient times to receive pay for teaching. Teaching was considered a privilege and the man who taught was held by the public in the highest esteem. What a striking contrast this is to the present time!

* * *

One of the greatest educationists in America attributes his splendid success in literature to the fact that he was a great reader of the Bible.

* * *

The following figures relating to the depth of the various oceans of the globe were compiled by one who has made a special study of seas and their formation. Average depth in yards: Pacific, 4,252; Atlantic, 4,026; Indian, 3,658; Antarctic, 3,000; Arctic, 1,690; Mediterranean, 1,476; Irish, 240; English Channel, 110; Adriatic, 45; Baltic, 43.

* * *

Mr. Chamberlain has been elected Lord Rector of Glasgow University, defeating Mr. Birrell, the Radical candidate. The students in the evening paraded with torches and tried to invade a Music Hall although it was full. They then, assisted by a mob, smashed the windows. The police dispersed them and made eight arrests.

* * *

Some of the American Universities consider tobacco injurious not only to the physical health, but also to the intellectual development of students. The authorities of the Boston University have issued an ordinance that those students who are unwilling to forego the use of tobacco while within the precincts of the university will have their fees returned, and be required to take their names off the books. The Ohio Wesleyan University has made a rule forbidding its students to use tobacco in any form.

* * *

The following extract which emphasises the duties of the parent towards the schoolmaster is from the *Toronto Evening News*:

"There are many heart-sick school teachers whose work would be lightened by a few words of appreciation from parents whose children have been the subjects of deep anxiety through the long term, and who have had the best care and training which the teachers are capable of imparting. Unfortunately, there are few parents who ever give the matter sufficient thought to realize what they owe to the school teacher. One who leaves himself or herself open to censure is not long in getting it.

In such cases, the parents have a lively appreciation of their rights, and they are not slow in letting the dominie know what they think of him. It is pretty hard for him to swallow, but he takes his medicine quietly as a rule, and that is the best thing to do. But parents who are quick to resent the exercise of undue authority by the teacher rarely, if ever, think of the infinite patience and forbearance that is necessary in the training of children, and as a result they do not—as a rule—make allowance for the human nature in the teacher. They expect him to be infallible. Parents who cannot train two or three children in their homes have only condemnation for a teacher if he or she fails to manage sixty or seventy, and teach them the three R's whether they will or no. Another class of parents—and they form the majority—do not think of it. They would express their satisfaction if the teacher came to them, but it is too much trouble to go to the teacher or to write him a note. If parents but knew the encouragement the men and women who teach would derive from a frank acknowledgment of the value of their services and an expression of gratitude for the patience exercised towards their children, thousands of them would hasten to thank those who have been faithful to their duty. It would also inspire them to fresh exertions in behalf of those committed to their care."

* * *

The Newark Board of Education has ordered that slates should not be used in public schools on sanitary grounds. It is said that diseased germs find convenient places in the angles formed by the wooden rims of the slates. Cheap paper pads and lead pencils are recommended by the Board.

* * *

To what degree Drawing is practically useful can be judged from the fact that, to the following classes of workmen, it is a necessity :—

Architects, Artists, Astronomers, Boat-builders, Boilermakers, Bookbinders, Botanists, Carpenters, Carriage manufacturers, Chemists, Civil engineers, Clock-makers, Contractors, Decorators, Designers, Dressmakers, Electrical engineers, Engine-builders, Engravers, Farm implement manufacturers, Fashion-plate makers, Furniture manufacturers, Hydraulic engineers, Illustrators, Inventors, Iron-workers, Landscape gardeners, Lecturers, Lithographers, Machinery manufacturers, Map and chart-makers, Mechanics, Military officers, Mining engineers, Model-makers, Navigators, Opticians, Patent solicitors, Pattern-makers, Physicists, Publishers, Reporters, Sculptors, Shoe manufacturers, Sign painters, Silverware manufacturers, Steamfitters, Stone-cutters, Surveyors, and Tailors.

Boston has the first and only kindergarten settlement in the world. It is a memorial to Elizabeth Palmer Peabody, the most eminent friend that Froebel has ever had in America, and is located at 156 Chambers street, in a section of the city where playgrounds are undreamed of by the children. Here enthusiastic young kindergarteners will live and gladden the community with their vivacity and good cheer. Every nook and corner of the house is as bright and clean as fresh paint, delicately colored paper, muslin curtains, light furnishings, and good pictures can make them.—(*Boston Journal of Education*).

* * *

Progress is being made by the Cambridge Syndicate on the question of degrees for women. Circulars have been isssued to all lecturers asking them for information on practical points connected with the admission of women to their lectures, and a final memorial has been presented by what may be styled the Conservative party of University politics, defining the length to which they are prepared to assent to legislation. 1,992 members of the Senate have signed a statement to the effect that they "earnestly deprecate the admission of women to membership of the University, or to any of the degrees which are conferred on members of the University." 1,124 of those who signed this memorial, as well as 205 others, have also signed the following:—"We are prepared to support a proposal for conferring some title which does not imply membership of the University on women who, having satisfied the requirements of the University, have already passed, or shall hereafter pass, a Tripos Examination." This is a definite concession by those who oppose the actual granting of degrees, and may furnish the basis of negotiation and also of the report, which the Syndicate will probably make next Easter term.—*The Educational Times.*

* * *

No school is successful in which whispering is indulged in, but whispering is not in itself a crime.

INDIAN NEWS.

BENGAL.

Mr. Hallward, of the Ravenshaw College, acts for Mr. Rowe, who is now on furlough, at the Presidency College, Calcutta.

* * *

The Hon'ble Sir Alfred Croft, Director of Public Instruction, is placed on special duty in connection with the reorganization of the Edu-

cational Service in Bengal, and to consider certain important educational problems now before Government.

* * *

Miss Nalin H. Bonnerji (the eldest daughter of Mr. W. C. Bonnerji) of the London School of Medicine for Women, has passed the Intermediate Examination in Medicine of the University of London in the First Division.

* * *

Of the two Lady candidates for the M. A. Examination of the Calcutta University this year, one is a Bengalee.

BOMBAY.

The Hon'ble Mr. T. B. Kirkham has been granted an extension till the 1st April 1898.

* * *

Mr. K. M. Chatfield, M.A., at present on three months' privilege leave, will return to his post of Director of Public Instruction on December 16th. He retires on April 1st 1897, when Mr. E. Giles, M.A., at present acting, will be confirmed as Director.

* * *

There are not many entries for the new Provincial Service examination, which is to be held on January 6th 1897, and the succeeding days. 15 candidates have applied for permission to compete for the two vacancies offered. These include nine Hindoos, three Parsees, one Christian and two Muhammadans.

* * *

The paucity of candidates is perhaps not to be wondered at, when we consider the stiffness of the examination, and that only six months' notice has been given, and no papers have hitherto been set, so that the exact standard to be adopted is still unknown to the student world.

* * *

Professor O. V. Muller, M.A., of Elphinstone College, Bombay, has been appointed Secretary to the Provincial Service Examination Board.

* * *

Government having decided that the Professional Examinations of the *Bombay Veterinary College* shall be held in future in September instead of in April, the Collegiate year commenced on 1st November instead of on 16th June, when fresh students were enrolled.

* * *

Owing to the destruction by fire of the *mandap* erected by the University, the Previous and Intermediate Examinations did not begin till November 16th, instead of on November 2nd. Poona was moreover made

a centre for these examinations, candidates selecting this centre to pay an additional fee of Rupees five. To make this arrangement possible, the Oral Examination in English was dispensed with for this year. There were 858 candidates for the Previous, of whom about 250 preferred to be examined at Poona and pay their extra fee.

* * *

The B. A. and M. A. Examinations were also made to begin a week later than the University Calendar prescribed. The Syndicate of the University are now seeking dispensation for these alterations by proposing, at the Annual Meeting to be held on Saturday December 12th, that additions be made to the regulations in the Calendar. Thus the innovation of having no Oral Examination is to be legalized, by adding to the regulations ordering that a *vivâ voce* examination be held, the words, " Provided that in 1896 there be no such *vivâ voce* examination" and similarly for the other measures. Surely, a somewhat strange plan of procedure, especially after the event.

* * *

We learn from the agenda paper of the above quoted Annual Meeting of the Bombay University that a new College is to be started in the city of Bombay. The Maratha High-School is applying for recognition as a College qualified to teach up to the standand of the Previous Examination. We wish all success to this new venture and can only express the hope that it may be so successful as its prototype, the Fergusson College at Poona.

* * *

The results of the Intermediate Examination have just been published. Out of 507 candidates, 244 have been declared to have satisfied the examiners. Out of the successful candidates, four are placed in the first class. Of these three, a Parsee, a Mahommedan and a Hindoo hail from Elphinstone College, while the fourth, a Parsee, is a student of Wilson College. The second class contains 45 students, of whom 15 are from Elphinstone College.

* * *

It is always a standing wonder to English University men why the University of Bombay persists in hiding a student's College, or shall we say why the press does not take the trouble to ascertain it. If the College of each student was appended to his name, the general public would take more interest in the results of University Examinations, which, at present, appear in the newspapers as long jumbled lists of long, and, often to the Englishman, unpronounceable names. The practice in vogue at Oxford and Cambridge of adding a student's college to his name in all University lists would, if adopted here, tend to create that *esprit de corps* which our Colleges so sadly *lack at present.*

MADRAS.

Mrs. I. Brander, the Senior Inspectress of Girls' Schools, Madras, who went home a few months ago on sick leave is doing excellent work in England in the cause of female education. In the September issue of the *Indian Magazine and Review*, she gives an account of the efforts made in Madras for instructing Indian women who, according to the customs of the country, are withdrawn from school in their 9th or 10th year. When the members of the Madras Hindu Social Reform Association applied for her help towards the organization of lectures for Hindu ladies on useful subjects and towards the promotion of friendly social intercourse among them, she was only too glad to avail herself of the opportunity. Lectures were chiefly prepared by English ladies and translated and delivered in Tamil, and sometimes in Telugu, by Native Christian Schoolmistresses.

The following were among the subjects chosen:—1. The life of the Queen Empress; 2. The life and work of Pandita Ramabai; 3. A trip to England; 4. Scenes in Europe; 5. The Tower of London; 6. The Town of Madras; 7. Domestic Economy; 8. The Solar System; 9. Sledge and on Horseback to Siberia, with special reference to the philanthropic work done by Mrs. Kate Marsden; 10. Nursing the Sick.

A course of 6 lectures on elementary physiology prepared by Mrs. Wilson and illustrated by diagrams and drawings kindly lent by Dr. W. H. Wilson was attentively listened to. Another course of 6 useful lectures prepared, we understand, by Mrs. Brander herself on the Training of Little Children was much appreciated by the young mothers who attended. "Educational principles," she goes on "were set forth in very simple language and then illustrated by kindergartening a class of little children. We took care that the stories, games, songs, natural history, etc., should be thoroughly Indian." Whenever possible, the lectures were illustrated by magic-lantern slides kindly lent for the occasion by Mr. A. A. Hall, Principal of the Teachers' College, Dr. J. L. Van Geyzel, of the Medical College, and others. One outcome of these lectures was that one of the Hindu ladies has herself written lectures in Tamil on Etiquette among Hindu ladies, and on Hindu Social Customs. "Another valuable outcome," writes Mrs. Brander, "is the natural and pleasant friendliness to which they lead, not only among the Hindu ladies, but also between them and English ladies. The latter have been most kind in writing lectures, and several English ladies are prese t

at almost every lecture and join in the social chat which usually follows. About a year ago, 2 Brahman ladies interested in these gatherings gave a garden party in the grounds of the Agricultural College, Saidapet. English as well as Hindu ladies were invited, and a charming little party it was." While speaking thus lavishly on one and only one small gathering of European and Indian ladies, organised by their Brahman sisters, Mrs. Brander has very modestly omitted to mention almost a dozen parties organised for the same purpose by English ladies, of whom may be mentioned Mrs. Brander herself, Mrs. Sheppard, Mrs. Bliss, Mrs. Grose, Miss Gell, Mrs. Arundel, Mrs. Hammick and Mrs. Wilson.

Mrs. Brander deplores that the average attendance at these lectures is only 20, although it is some satisfaction that "these twenty are more enthusiastic and interested than a large but indifferent audience would be." She desires that more should attend and that lectures should be delivered more frequently and exhorts those who can to supply her with sufficient *simple, instructive and interesting lectures with attractive illustrations.* We trust that educated Hindus will acknowledge the claims of their women to receive good education and send them in larger numbers to attend these lectures which, in our opinion, appear to be preliminary to a systematic course of instruction. With united action, it must be possible to increase the scope of these lectures in course of time.

* * *

An Educational Conference will be held in Madras on December 21st and 22nd, in the Government Central Museum. Two Sessions will be held each day from 10-30 A.M. to 1-30 P.M., and 2-30 P.M. to 5 P.M. On the evening of the second day a social gathering will be held. Teachers are informed that the Director of Public Instruction has granted permission to members of the Inspecting staff to attend the Conference. The Secretary invites all teachers as well as any who may be interested in Education. Among those who have already announced their intention of being present, are the Misses Arnold, Carr, and Keeley, the Hon and Rev. Dr. Miller, the Rev. Messrs. Blake, Chree, Cooling, Goudie, Kellett, Macphail, Pittendrigh, Russell, Visson, Wolf, Zumbro, Drs. Bourne and Henderson, Messrs. Stone, Cooper-Oakley, Bhabha, Hall, Vaithianatha Iyer, Andrews, Barrow, Coombes, Cotelingam, Duchesne, Duncan, Elliot, Goodrich, Krishnamachariar, Lakshminarasu, Lepper, Parthasarathi, Radhakrishna Iyer, Ramadas Iyer, Ramanatha Iyer, Rangachariar, Rangiah Chettiar, Satthianadhan, Seshadriachariar, Shutie, Srinivasa Sastri, Tait, Venkatasubbiah, Walton, and Williams.

The following papers will be read :—

LIST OF PAPERS.

The Status of Primary Teachers—Mr. L. C. Williams Pillai.

The Teaching of Science in Schools—Mr. J. Coombes.

Teachers' Associations—Mr. K. V. Srinivasa Iyengar.

College Clubs and Societies—Mr. J. H. Stone.

Conditions of Public Examinations—Mr. C. B. Rama Row.

Organisation of Local Fund Education—Mr. C. M. Barrow.

Teaching of Languages in Indian Schools—Mr. A. E. Duchesne.

The Relation of Teachers to Managers—Mr. V. S. Srinivasa Sastri.

The Curriculum in Primary and Lower Secondary Schools—Mr. V. S. Vasudevacharri.

The Stage at which the Teaching of English should be commenced—Mr. H. J. Bhabha.

The Madras Railway Company and the East Coast Railway Company have granted the following concessions to those wishing to travel over its lines to the Conference :—

Members less than 4 in number at a single fare and a half for the double journey. Members of 4 in number and upwards at a single fare for the double journey, provided the whole of the members travel by the same train and date and between the same stations.

The concession will only affect first and second class tickets and all applications for it must be made to the Traffic Manager's Office, Madras, accompained by a certificate from the Secretary of the Conference to the effect that the party is proceeding to Madras for the purpose of attending the Conference.

* * *

The Commissioner for Government Examinations recommends the use of the following book for the Elementary Examination in Hygiene, in lieu of Dr. Dhanakoti Raju's "Elements of Hygiene" : "Text-book of Sanitary Science." Government Printing Office, Simla.

* * *

The Government of Mysore has, as usual, sanctioned two scholarships of Rs. 25 each a month, tenable for one year from January 1897 in the Teachers' College, Saidapet, to enable graduate teachers employed in the Mysore Educational Department to undergo training in the above Institution and pass the L.T. Examination of the Madras University. If those already not in the service are chosen, they will have to bind themselves by an agreement to serve in the Educational Department, Mysore, for a period of three years, after the completion of their training. The Mysore Government has been sending 2 graduates every year for the last 4 years, to the Teachers' College, Saidapet, to be trained for the Mysore Educational Service.

The following has been sent to us for publication by a Teacher. :—

The Madras B.A. Examination.—The Board of English Studies has been urged more than once to define and limit the extent of reading expected from candidates in English Language and Literature, but the Board still persists in forcing the teacher and the student to go through (after a fashion) the whole subject. The natural result is that the question paper in English Language and Literature consists of "odds and ends collected up and down commentators and handbooks." I venture to offer for the consideration of the Board the following propositions :—1. No study is less profitable than the so-called study of English Literature. It consists in getting by heart hundreds of names and dates and much criticism of works which the student has not read and never will read. 2. The only solid and profitable study is the study of the prescribed texts. 3. If the history of the English Language and the history of English Literature are to be studied, the amount should be defined, and these subjects should be studied in connexion with the prescribed texts.

The Board of English Studies may be recommended to follow the example of the University of Allahabad (see *Indian Journal of Education*, June 1896). In that University, books such as Abbott's *Shakespearian Grammar*, are prescribed to be studied in connexion with the prescribed texts. Until some change of this nature is made by the Board of Studies, teachers will continue to teach, students will continue to learn by heart, and examiners will continue to examine on odds and ends.

* * *

"The Teachers' College Day" will be celebrated this year on the 23rd December 1896. Mr. J. P. Cotelingam, M.A., has kindly consented to preside on the occasion.

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Eight candidates appeared for the Provincial Civil Service Examination held at the Presidency College last week.

* * *

At the annual General Meeting of the Madras Athletic Association held on the 2nd Instant with the Hon'ble Mr. H. W. Bliss C.S.C.I.E. in the chair, the following gentlemen were elected office bearers for the coming year. The Hon'ble Mr. Bliss, President, Rajah Sir Savalai Ramaswamy Mudaliar and the Hon'ble Dr. Duncan, Vice-Presidents; Sergt. W. H. Goddard, Secretary. The members of the Managing Committee: Mr. H. S. Duncan of the Teachers' College, Saidapet; Mr. Keess, of the Agricultural College; Dr. Grant of the Medical College; Mr. R. S. Lepper of the Pachaiyappa's College; Mr. Fitz Patrick of Harris High School, Rayapetta; Mr. A. J. Cooper Oakley; Mr. G. S. Forbes; Mr. Bauliah Naidu, and Mr. Buchi Babu Naidu.

The graduates of the Madras University have elected the Hon'ble Mr. P. Rangayya Nayudu Garu and the Hon'ble Mr. N. Subba Row Pantulu fellows of the Madras University.

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It is announced that the "Madras Christian College Day" will be celebrated this year on the 28th December 1896. M.R.Ry. Rai Bahadur C. Ramachandra Rao Sahib will preside at the public meeting.

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Mr. G. H. Stuart, M.A., Principal of the Presidency College, who is now in England on furlough has been called to the Bar.

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The Rev. T. H. Dodson having resigned his appointment as Principal of the S. P. G. College, Trichinopoly, the Rev. G. H. Smith, who has been engaged in Missionary work at Madagascar, was appointed Principal in his stead.

* * *

On a reference made by the Inspector of Schools, Southern Circle, the Director of Public Instruction has ordered that the rule contained in article 31 (*a*) chapter II of the Revised Educational Rules relating to the wearing of turbans by pupils in Upper Secondary Schools shall not apply to Primary and Lower Secondary departments.

* * *

Pariah teachers employed in indigenous Pariah Schools have applied for admission next year in the Panchama Branch Training School, Madras from almost all the districts of the Presidency. The largest number of applicants is from the districts of Madras, Chingleput, Salem, Coimbatore, Godavery, Kistna, Tanjore and Trichinopoly.

* * *

The Director of Public Instruction has issued orders calling upon Heads of Offices and Institutions to submit, before the 1st February 1897, the list of officers under their charge. The list is to show the names of all the officers whether permanent, provisional, or sub *pro-tem*. This new entry is required by him to enable him to decide the claims for confirmation of the officers holding sub *pro-tem* appointments, when the Lower Subordinate scheme comes into force.

* * *

The following are the rules framed for the use of the Library of the Madras Teachers' Guild by its members. It is stated that the Guild Library contains about 1,200 books, and nearly 200 specimens of apparatus.

LIBRARY RULES.

BOOKS.

[*Kept partly at the Wesleyan College, Royapettah; partly at the Christian College; partly at the Doveton College.*]

For each Guild Room at which books belonging to the Guild are kept, a Librarian shall be appointed who shall be responsible for the books there kept. Members shall be allowed to take books from the Guild Library on the following conditions :—

(1) They shall be responsible for the security and due return of books taken out by them.

(2) No Member shall have more than two books out at once.

(3) No Member shall keep a book more than a fortnight without returning it, under penalty of a fine of six pies for each day he keeps it over the fortnight.

(4) Members may bespeak books and shall receive the books in the order in which they register their names for them. In the case of bespoken books, no Member may take out for a second fortnight a book he has just returned.

(5) Members shall enter in a register kept for the purpose opposite the name of any book they take out their initials with the date of taking out and return.

(6) The Council shall have power to send out a box of books from the Library to the Mofussil Branches at the expense of the Branches.

MAPS AND APPARATUS.

[*Kept partly at the Wesleyan College, Royapettah; partly at Doveton College, Vepery.*]

1. A Member wishing for the loan of a map or other article possessed by the Guild shall apply to the Librarian of the Guild Room at which it is kept.

2. He shall be responsible for the carriage of the article from the Guild Room and for its safe return.

3. No Member may have out more than two of the items in the list of apparatus at the same time.

4. No Member shall keep an article more than three days at a time without renewing the loan, under a penalty of two annas a day for each day of detention beyond the three days.

5. The loan of an article may be renewed once but not more than once.

6. No Member may take out any article twice in the same month.

7. Members may bespeak articles as in the case of books. The loan of bespoken articles may not be renewed.

The Guild Rooms are open as under: it will be convenient if, as far as possible, applications for books and apparatus are made at these times:—

Wesleyan College, Royapettah:—*Mondays and Thursdays*, 5 *to* 6-30 p.m. *Librarian*:—Mr. T. Venugopalchariar.

Doveton College, Vepery:—*Tuesdays and Fridays*, 5 *to* 6-30 p.m. *Librarian*:—Mr. S. P. D'Sylva.

Christian College;—*Wednesdays and Saturdays*, 4 *to* 6 p.m.

Apply—Librarian, Christian College.

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The Director of Public Instruction, Madras, has recommended to Government that the Primary Grade Training School for Muhammadans at Madras—a branch of the Teachers' College, Saidapet—should be raised to the standard of the Lower Secondary Grade from January next.

* * *

Mr. S. Sathianadhan, Professor of Logic and Moral Philosophy, Presidency College, resumed charge of his appointment on the 30th November 1896 after the expiry of his furlough, and Mr. T. R. Scott who was acting for him is appointed to act as Head Master, Government Madrasa-i-azam, Triplicane, Madras.

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The Mysore Government is making Drill and Gymnastics compulsory in all High Schools and Colleges, and the Inspector-General of Education has applied to the Principal of the Teachers' College, Saidapet, for the services of five qualified Gymnastic Instructors.

* * *

The Madras Government has ordered that, in the Educational Department, the following records may be periodically destroyed.

In the Office of the Inspecting Officers.

After an interval of one year:—Annual returns; Quarterly returns of unanswered references; Monthly statement of results grants; Time-table of training institutions.

After an interval of two years:—D and E. lists of Results Schools; Diaries of Inspecting Officers; Travelling allowance bills; District Gazettes excepting portions relating to educational matters; Monthly Statement of work done; Monthly return of leave, appointments, dismissals and fines; C. Form applications; Diaries and report sheets of Inspecting Schoolmasters; Register of Salary-grant Schools with scale of grants; Register of results grants; Miscellaneous returns and ac-

counts; Nominal rolls and mark and pass lists relating to grant examination.

After an interval of three years.—Consolidated reports on Primary and Lower Secondary Schools.

After an interval of five years.—Inspection reports on colleges and schools.

IN COLLEGES AND SCHOOLS.

After an interval of six months.—Applications from students or their parents or guardians for leave, promotion, admission and acquittance certificates in other than training institutions.

After an interval of one year.—Admission, attendance, gymnastic, corporal punishment, scholarship and Library registers. Annual returns; Monthly return of attendance of masters; Time-table; Miscellaneous returns and accounts; School fee registers and half-yearly returns; Registers of criticism lessons and periods spent in Practising Schools by students under training; Library registers; Certificates of health, age and conduct and acquittance certificates produced by students on admission; Applications for admission, leave, &c., in the case of training institutions.

After an interval of three years.—Inspection reports; Warrants, orders of detention and reports from Magistrates &c., of discharged pupils, received in the Reformatory School.

After an interval of five years.—Bonds executed by students under training.

SIND.

The following is the Report read by the Head Master on the working of the Narayan Jagannath High School, Karachi during 1896, at the prize distribution of the school held last month, under the presidency of the Hon'ble Mr. H. E. M. James, Commissioner in Sind.

"Our numbers, I am glad to say, have remained very steady. The maximum number fixed for the school by the Department was 480. Seeing, however, that this maximum would soon be reached, I got it raised to 500 through Mr. Giles, and we should certainly have reached this maximum too, were it not that the Marathi inhabitants of Karachi deemed it advisable to have their boys taught in purely Anglo-Marathi schools, and so two schools with about 25 boys in each were started at

the commencement of this year. How long these schools with such small numbers will drag on their existence is, however, a question. We have now on our rolls 474 pupils, who are divided as under according to castes :—Hindus, 346, Parsis, 97, Mahomedans 28, Jews 3.

The results this year of the various examinations by which our boys are tested are, I am glad to say, fairly satisfactory. The Departmental Examination of the school was conducted by Rao Bahadur Seth Alumal Trikamdas, assisted by the acting Deputy Educational Inspector, Khan Sahib Mirza and his two Assistants. The performances of our boys in this examination in Mathematics, History and Geography and second language were on the whole satisfactory. In English, some classes did not do so well, the rest having satisfied the examiners. The faults noticed were in English composition and spelling. In spelling, I too had noticed the weakness of the boys, and to remedy this, my colleagues and I decided in a common-room meeting to hold spelling bees. For this purpose, a certain portion of the English text-book was prescribed for each standard, and spelling competitions were held, and a prize awarded in each standard to the winner. These prizes will be given away this evening along with the other prizes.

In the last High and Special Schools' Scholarship Examination held in September, both the scholarships, one open and the other close, were carried by two pupils from this school. In the 2nd Grade Public Service Certificate Examination also held in September last, eight candidates appeared from this school, of whom 7 passed.

The results of the school in the last Matriculation Examination were satisfactory, though much below my expectations, for some three boys who had passed well under all heads in the Preliminary Examination were declared to have failed in the University Examination. Such irregularities now and again are noticeable in a large examination like the Matriculation. Our pass percentage, however, was better than that of the whole of the Sind centre, for, while 29 per cent. passed from the whole centre, our percentage was 39.

In the University School Final Examination, our results were much better, for, out of 7 candidates sent up from this school, 4 passed. I take this opportunity of again impressing upon the minds of the parents that passing the Matriculation only is no passport for admission to the Public Service. Government have decided to admit only those to the Public Service who pass the University School Final Examination or higher examinations in Arts than mere Matriculation.

In the Drawing Classes of the school, we have always had very great difficulty and trouble in keeping up our numbers. Both parents and boys

rarely realise the wholesome and harmonious training it has for the hand and eye and taste. The novelty of the subject attracts a large number of boys to the study of it at the commencement, but as soon as this wears away, they desire to withdraw from the class, and in this they have the support of their parents. Then again, as soon as boys pass the 1st Grade Examination, they give up the study of Drawing. Very rarely we get two or three continuing their study, till they get through the 2nd grade. This is a matter much to be deplored, for this slight knowledge of drawing which they acquire is of very little practical use to them in after-life. To remedy this, and to secure to the boys the finishing benefit of studying the 2nd Grade Course, I have made the study of Drawing compulsory in the four lowest standards of the school, and I mean to extend this system to the higher standards, as soon as the classes are re-arranged.

For the 1st Grade Art Examination held in April last by the Sir Jamshetji Jeejibhai School of Art, Bombay, we sent up 12 boys from the school, of whom 6 passed, two of these having gained prizes in Geometry.

Besides our School Drawing classes, we have a free special Saturday afternoon class for Vernacular schoolmasters and any other adults who care to learn drawing. The attendance in this class, I am glad to be able to report, has considerably improved. This, I must own, is owing to the efforts of the Chairman and members of the Karachi Municipal School Board, who besides recommending the class to these teachers, supply all the initial apparatus for drawing materials required from time to time throughout the year. We have at present 29 schoolmasters attending this class.

The physical education of the boys of the school has also been well attended to, and I am glad to be able to report that a true play-ground spirit has sprung up among the pupils. Our gymnasium, which has been now very well equipped is under a trained military gymnast, assisted by the teachers of the school, who in rotation superintend the gymnastic classes. We have on our gymnastic rolls at present 115 pupils. The gymnast, besides his proper work as such, has to drill the junior boys of the school in the evening. This, besides giving the junior boys a little exercise in the extension of arms and other limbs, affords them a little amusement and they seem to relish this half-hour exercise.

Cricket flourishes as usual. Our cricketers have always been able to maintain their own ground against those of other similar Educational Institutions. During the year under report, they played four public matches, of which they won 2 and lost 2. The two matches lost were played with the D. J. Sind College team, a much stronger team than ours, being composed of the best High School cricketers who had left

the High School and joined the College after passing the Matriculation examination, and therefore it is no wonder that our junior boys should be beaten by those senior cricketers.

In this connection, I must say that the school is much indebted to the Karachi Municipality for the liberal support they give towards physical education; for it is no small gift to leave the whole recreation ground to the north-east of the school at the disposal of our cricketers. Besides this, they make an annual grant of about Rs. 75 for improvements on the ground.

I have also very great pleasure in mentioning that we have lately added Tennis and Foot-ball to our school games. We had three foot-ball matches played during the year. Of these, we won the first and lost the second, while the third was a drawn one. There are about 50 boys who take part in foot-ball and 12 in tennis.

The following gentlemen very kindly contributed towards the gymnastic, cricket and tennis prizes:—Mr. H. J. Rustomji, Rs. 25; Mr. Harchandrai Vishindas, Rs. 20; Khan Bahadur Byramji Jehangir, Rs. 10; Mr. N. R. Mehta, a tennis racket.

Besides these gentlemen, I have very great pleasure in announcing that Mr. Motiram Showkiram Adwani very kindly sent me two prizes worth Rs. 20, in the shape of books to be given in memory of his late lamented brothers and to be called one, The Navalrai Showkiram Prize to be given for good conduct in the Matriculation class, and the other, The Hiranand Showkiram Prize to be given for punctuality and good conduct in the lowest standard of the school. Mr. Motiram, I am glad to say, has also expressed a desire to give such prizes at every distribution.

Our thanks are due to all these gentlemen for their liberal donations.

There is a Cadet Corps, consisting of Parsi boys and attached to the Karachi Volunteer Corps. These cadets number 35 and drill in the school compound and with the Volunteers at Head-Quarters.

I have again to thank the Karachi Municipality for an annual grant of Rs. 540 to the school. This amount materially helps me in enriching the school library, and adding to the laboratory, which I cannot very well do with the limited Government grant allotted to my school.

At the time of the last prize distribution, I represented to those assembled the necessity of additional accommodation in school, owing to increasing numbers and other reasons, and mentioned that an additional upper storey on the north end, similar to the one on the south end would supply the desideratum, and therefore made an appeal to them and to the pupils of the school and other friends of the Institution to contribute to the estimated cost of the addition. I have, on this occasion

very great pleasure in reporting that my appeal was very cordially responded to, and I was able to collect a sum of Rs. 5,000 nearly, to which Government added very liberally Rs. 9,000, and as a result of these contributions, we see now before us the additions effected. I take this public opportunity of thanking these donors.

This time, I have one more appeal to make, but of a very modest nature. The two upper storeys stand like two detached blocks from above. There is no connecting link between them. A wooden bridge joining the two would make the whole one block, and would besides add to the symmetry of the whole. If you, gentlemen, look at the two upper storeys from the west side of the school, you will at once see for yourselves how very necessary this little addition is. The work would cost from Rs. 1,500, to Rs. 2,000, so that if I can collect half this amount, I can very justly go to Government for the other half. Seeing that I had not much difficulty in getting Rs. 5,000 last time, I feel confident that the past pupils of the school and friends of this institution will this time also extend the same liberal support they gave before, and thus lay me and my colleagues and pupils under a fresh obligation."

REVIEWS OF BOOKS.

MURCHE'S DOMESTIC SCIENCE READERS. Books 1, 2, 3 and 4
Macmillan & Co., Price—1*s.* and 1*s.* 4*d.*

These volumes are written in the most interesting and simple conversational language for young readers who may acquire a very full knowledge of the commonest and most useful articles of food, clothing, &c. The illustrations on almost every page relate to the several processes of manufacture or the stages of growth or development, and are an additional source of interest and instruction. Knowing as we do the meagre 'general knowledge' possessed of such subjects as are not comprised in the University Curriculum, we are certain that these books will be of great use to many teachers. Besides the instruction imparted, there is the intelligent method in every lesson of leading the children on to question for themselves and acquire habits of observation which is generally *non est* among Hindu pupils. To teachers of Primary classes where *Object Lessons* form a part of the curriculum, and even to those of the lower forms, these books are indispensable. Amusement goes with instruction in the lessons—and hence the teacher using these volumes or proceeding on the lines laid down in them, would help his pupils to

pleasantly pass many a weary hour. The get-up of the volumes is all that one could wish for.

THE BLUE STORY BOOK. (Longmans' Supplementary Reader.)
Edited by Andrew Lang.

The heroism of Grace Darling, the account of Isandula, and the Conquest of Mexico are some of the tales in this work told over again in about 40 short lessons. This volume is specially adapted for use in schools and is suited to pupils of the Upper Secondary Forms in this Presidency. The tales are just such as would be attractive specially to boys. As a text-book it would give the pupils a very fair knowledge of English words, phrases and construction generally, while at the same time historical facts worth knowing would be carried away with each lesson. The notes on each lesson are found at the end of the volume and are particularly few—two very good features in school readers. There is a very fair number of illustrations. No school library should be without a copy.

LONGMANS' GEOGRAPHICAL SERIES. Book IV.—The British Empire.
Price 3*s.* 6*d.*

An excellent feature in this work is the exhaustive introduction of mathematical and physical geography with clear and copious illustrations. The seasons, eclipses, currents, rivers, tides and winds are well explained. The pupil has in this volume all the information he needs of the glorious and world-wide empire on which the sun never sets. Each country, colony, island or protectorate of the Queen-Empress is dealt with under the usual headings. Those of climate, internal communication, and the history of the country down to the present time, are of great value. Maps abound, including a few in *relief*, and some of rivers. The type and paper are good. This series dispenses with the use of an atlas. We readily commend the work before us to advanced pupils and others.

EXERCISES IN ANALYSIS, &c. *Wm. Blackwood & Sons.* Price 6*d.*

The passages for analysis are judiciously selected ; most of those from poetry are familiar, and would answer for recitation. The other exercises are on some of the difficult points in Grammar and are generally good tests of a pupil's ability in the correct construction of sentences. In this respect, the little book would be handy to the teacher or examiner. The private pupil would find it an excellent aid in preparing himself for the Matriculation.

Nelson's Composition. (Royal School Series). Nos. 1, 2, & 3 @ 3*d.*, 6*d.* and 7*d.*

The many exercises in these books are carefully arranged. The subject is well-handled and the different points so clearly put that the pupil would need little help from the teacher. We know of no better work for beginners. Book 1 starts with Words, gives the functions of Nouns and Verbs, shews how Sentences are built up, and introduces Analysis in the simplest form. In Book 2, the Elements of the Sentence are taken up. Book 3 deals with the complex sentence, and with errors in sentence-making. There is next the Narrative, followed by a few hints on letter-writing.

Books 1 and 2 might with great advantage be used by pupils of the First and Second Forms, and Book 3 by the next two Forms.

A Companion to English Grammar. (Nelson's Royal English Class-books). John Foster, M.A. (Edin.). Price 1*s.*

As suggested in the preface, this book is not intended to supersede the text-books in use. The work is mainly a summary of all the important points in Etymology and Syntax, and will be found very handy to pupils of the Matriculation class after the text has been gone through. The explanations are in the fewest possible words. "The variety of function" of such words as *but*, *since*, &c., and those exercises given to impress what has been previously laid down will be found most useful. The exercises are for the most part extracts from the works of the best poets, and would supply in the early part of the year suitable passages for paraphrase.

Smiles' Self-Help. Bombay. *Longmans, Green & Co.*

This classical work of Dr. Smiles' is too well known to need any remarks by way of recommendation. The book has had a very wide circulation in England during the last thirty years and some idea may be formed of its popularity from the fact that "it has been reprinted in various forms in America" and has been translated into several Continental languages. It has "proved attractive to readers in different countries by reason of the variety of anecdotal illustrations of life and character which it contains, and the interest which all more or less feel in the labours, the trials, the struggles and the achievements of others." We all know that

"Lives of great men remind us
We can make our lives sublime";

and which young man after reading the book has not made a secret resolve to leave "foot-prints on the sands of Time"? In this country,

however, the book has not been so widely read as its merit doubtless deserves, mainly because its price was above the means of the ordinary reader. The public, however, should feel thankful to Messrs. Longmans, Green and Co. for having brought out this edition at a specially cheap rate, and we sincerely trust that the public will not be slow to avail themselves of the advantage offered by this enterprising firm of publishers. It is decidedly the best work on the subject of Self-Help, and it is our firm conviction that it deserves to be in the hands of every reader of general literature.

MARSDEN'S GEOGRAPHY OF THE MADRAS PRESIDENCY. Macmillan & Co. Price 6 annas.

This handy and useful volume is 'adapted to the requirements of the Primary Examination in accordance with the revised Grant-in-aid Code.' As 95 p.c. of the pupils are taught only through the medium of the Vernacular, this work, written in English, cannot be introduced into the 4th class. As it stands, it will be found of great use to teachers of this class and to Lower Secondary pupils.

Chapter I. explains, in homely language and by the most suitable illustrations, the Solar System. This is followed by a chapter on the Continents and Oceans, and by another on the physical features of India, each being supplemented by a map. The pictorial side is completed by an excellent coloured map of the Presidency shewing the lines of Railway in use and in progress, and the Districts and States. The table furnished at the end of the book contains a very brief summary of each district—a most useful supplement to pupil and teacher.

In the next edition, we should like the following remarks to receive some attention :—

Spelling of Proper Names.—There is a difference in this respect in those on the Map and in the volume, *e.g.*, Canara, Kanara—Chittoor, Chittur—Anamalais, Ana Mallays—Chandragiri, Chundragiri—Droog enters in the compounds as *Ramandrug*, and *Nundidroog*. Those accustomed to the familiar work on India by the late Mr. Duncan, and to the spelling in general use, would stumble at *Wainad*, *Karnatik* and *Combaconam*.

Sectional headings.—These might be extended to *Climate*, *Trade or Commerce*, *Animals*, *Manufactures*. *Surface or Physical Features* might take the place of *Description*. As it is, *Description* comprises metals, wild animals, vegetable products and the rainfall. Under *Position*, there is historical information, while ports and exports are included in *Productions*. Again *Lakes* appear under *Hills and Rivers*. The heading *Communications* is full, interesting, and useful, and evidently refers to *Internal Communication* only.

Omissions.—The usual preface, an index, a short account of the two Monsoons and the Moplahs under *Malabar*, a few more important towns like Nazareth in Tinnevelly, and fuller information against some places as Saidapet, where the Agricultural and Teachers' Colleges and Guindy House are lost sight of. Also the imports and exports of an important State like Mysore.

Information.—Madras is spoken of as the Headquarters of the *Madras Army* and of every Department (even the Commissariat). Besides Pattamars, the Sheppard Company Steamers help to make communication easy in South Kanara. We have been under the impression that there is only one weaving establishment at Mangalore which is worked by the Basel Mission. Sir Eyre Coote is stated to have defeated Lally and Hyder Ali at *Arni*. At this place Clive and Raja Sahib opposed each other about 1751.

LONGMANS' SUMMARY OF ENGLISH HISTORY. *Price* 1s.

This is intended for use with a Text-book, and is a series of useful and exhaustive notes, and the more prominent chronological events of each reign. All the important genealogical tables find place in this handy volume. The causes of wars are gone into, the terms of Treaties given, and a brief Summary of each Century. The work is brought down to the year 1891 and supplies a very fair amount of information on the Eastern Question *pro tem*, the war in South Africa, and of Egyptian affairs and the Soudan in connection with Hicks and Gordon. There are ten maps illustrative of the Roman roads in Britain, the Wars of the Roses, the conquest of India, the English Settlements in the American Continent and the War of Independence, the Peninsular and Crimean wars, etc. Those preparing for the Matriculation and B.A. Examinations will find this comparatively cheap work of the greatest use.

MATHEMATICS.

Questions for Solution.

208. (*K. K. Subramania Aiyar, B.A.*) A uniform rod of weight W rests in a limiting position of equilibrium in a vertical plane; one end rests on a rough horizontal plane and the other on an equally rough plane inclined at an angle α to the horizon. If $\tan\lambda$ be the co-efficient of friction and θ the inclination of the rod to the horizon, prove that

$$\tan\theta = \frac{\sin(\alpha - 2\lambda)}{2\sin\lambda\sin(\alpha-\lambda)}$$

and find the normal pressure on the inclined plane.

209. (*S. Padmanabha Aiyar B.A.*) If δ denote the operator $x\frac{d}{dx}$, show that $\delta(\delta-\frac{1}{2})(\delta-1)(\delta-1\frac{1}{2})\ldots\ldots(\delta-n)\,e^{x^{\frac{1}{2}}}=e^{x^{\frac{1}{2}}}x^{n+\frac{1}{2}}/2^{2n+1}$, and also that $D^n(\delta-n)^r\phi(x)=\delta^r D^n\phi(x)$, D denoting a differentiation with respect to x.

210. (*C. N. Cama.*) P, Q are points within a quadrilateral ABCD such that the triangles BPC, CQD, BAD are directly similar; show that ACPQ is a parallelogram.

211. (*T. R. Venkataswami Nayudu, B.A.*) "A square lamina has a string of length equal to that of a side attached at one of the corners; the string is also attached to a fixed point in a rough vertical wall, and the lamina rests with its plane vertical and perpendicular to that of the wall; prove that, if the co-efficient of friction be 1, the angle which the string makes with the wall lies between $\frac{\pi}{4}$ and $\frac{1}{2}\tan^{-1}\frac{1}{2}$"

Prove that in this problem from *Wolstenholme* $\frac{\pi}{4}$ ought to be $\frac{\pi}{2}$ and explain how the erroneous result has been arrived at.

212. (*V. Ramaswami Ayar, M.A.*) From a given point T tangents TP, TQ are drawn to a conic which is any one of a given confocal system. Prove that the locus of the points P, Q inverts with respect to the focus of the parabola Z, which is the envelope of the line PQ, into a Lemniscate.

213. (*S. P. Singaravelu Mudalyar, B.A.*) Show geometrically that the circles described on the diagonals of a complete quadrilateral as diameters are coaxal.

214. (*C. N. Cama*). Determine the position of the point P, in the plane of a triangle ABC, such that the tangents drawn from it to the three ex-circles may be equal.

215. If a regular polygon of n sides be inscribed in a circle and l be the length of the chord joining any fixed point on the circle to one of the angular points of the polygon, prove that

$$\Sigma\, l^{2m}=na^{2m}.2^{-m}\,l^{2m}\{\underline{|m}\}^{-2}.$$

216. (*C. S. Mahadeva Aiyar, B.A.*) A stone which is thrown to strike the eye of an observer will appear to him to rise with uniform velocity if referred by the eye to its projection on a fixed vertical plane.

217. (*V. R. Thyagaraja Aiyar M.A.*) Show that the roots of the equation $32x^5+16x^4-32x^3-12x^2+6x+1=0$, are

$$\cos\frac{2\pi}{11},\ \cos\frac{4\pi}{11},\ \cos\frac{6\pi}{11},\ \cos\frac{8\pi}{11}\text{ and }\cos\frac{10\pi}{11}.$$

NOTICE TO CORRESPONDENTS.

The Mathematical Editor will be glad to receive solutions of the following Questions proposed in this Journal :—

25 ; 44 ; 46 ; 50 ; 69 ; 86 ; 88 ; 90 ; 96 ; 97 ; 98 ; 101 ; 112 ; 116 ; 120 ; 150 ; 152 ; 157.

Mathematical contributors are requested to communicate their address to the Editor.

NOTIFICATIONS.

BOMBAY.

List of appointments in the Educational Department for the month of November 1896.

3rd November.—Mr. H. A. R. Foy is appointed Instructor in shoeing, in the Bombay Veterinary College; Mr. D. K. Advani is confirmed as 12th Assistant Master, N. J. High School Karachi; Mr. B. G. Mirchandani is confirmed as 8th Assistant Master, Shikarpur High School.

5th November.—Mr. M. L. Desai is appointed 12th Assistant Master, Broach High School on probation.

12th November.—The following appointments are made in the Ahmedabad High School :—Mr. B. N. Dave, to be 1st Assistant ; Mr. K. H. Dhruva, B.A. to be 2nd Assistant.

13th November.—Mr. R. D. Advani, B.A. is confirmed as 5th Assistant Master, Hyderabad High School; Ladhakhan Saidkhan is confirmed as gymnast in the N. J. High School, Karachi.

We have been requested by the Director of Public Instruction, Bombay, to publish, for the information of Educational Officers, the following letter of the Government of India dated 9th October. 1896, No. $\frac{\text{32-Public}}{\text{1541.}}$ with regard to pecuniary relations of Government Officers with persons who are subject to their authority.

" I am directed to acknowledge the receipt of your letter No. 2700, dated the 28th August 1896, submitting for the consideration of the Government of India a proposal that the Home Department Resolution No. $\frac{\text{22-Public}}{\text{637—53}}$ dated the 16th March 1888, containing orders on the subject of the pecuniary relations of Government officers with persons who are subject to their authority, should be amended in order to place native public servants under the same obligation to disclose their indebtedness in districts to which they may be under orders of transfer, as is imposed on covenanted servants by

Section 6 of Bengal Regulation VII of 1823; and also suggesting that no distinction should be made, so far as the orders of 1888 are concerned, between the taking of loans and excessive indebtedness to tradesmen.

2. "In reply I am to say that the Government of India entirely agree with the opinion expressed by His Honour the Lieutenant-Governor and Chief Commissioner that it should be obligatory on native public servants to disclose to Government their indebtedness to individuals resident in districts to which they may be under orders of transfer. Although Section 6 of Bengal Regulation VII of 1823, which contains directions in the matter, is only applicable to covenanted servants of Government, the principle is one which should be extended to native officers also, and this indeed is implied in the Home Department Resolution of the 16th March 1888. The Governor-General in Council would therefore approve of orders being issued by the Government of the North-Western Provinces and Oudh, if it should consider it desirable to do so, laying down distinctly the responsibility of officers other than members of the Indian Civil Service in this respect. At the same time, His Excellency in Council does not consider it necessary to amend the Resolution of the Government of India, which is drafted in general terms, and was never intended to preclude the issue of supplementary instructions by a Local Government.

3. "The question raised in regard to trade debts involves more difficult considerations, and the Government of India have no desire to limit the discretion which they think is rightly left to Local Governments in dealing with particular cases. It is the degree of indebtedness, as pointed out by His Honour the Lieutenant-Governor and Chief Commissioner, which would indicate the desirability of interference in any case, but the character of such interference and the measures called for on the part of Government either to restrain individual officers or to avert a public scandal, are matters for determination with reference to the circumstances of each particular case. The Governor-General in Council, while agreeing with His Honour that "excessive indebtedness" is a very serious disqualification for Government service, considers that it would be impossible to frame a precise definition of that expression applicable to all cases, and that it is not advisable to lay down a general rule that such indebtedness shall be punishable by dismissal from the service of Government."

No. 4398-F., dated 14th August 1896.

From—H. H. Risley, Esq., c.i.e., Secretary to the Government of Bengal, Financial Department.

To—The Secretary to the Government of India, Department of Finance and Commerce.

I am directed to submit, for the consideration and orders of the Government of India, the accompanying extracts, paragraphs 1 and 2, from a letter

No. P.R.—729, dated the 30th July 1896, from the Accountant-General, Bengal regarding the method in which the date of an uncovenanted officer's birth should be determined, in case when the year of birth alone is known, and it is necessary to declare whether or not the officer has attained the age of 55. It will be observed that the practice in the Accountant-General's office has hitherto been to treat the 1st of January to be the day of birth, but as the practice is apt to lead in some cases to premature superannuation of officers, the Accountant-General has proposed that 1st July should be substituted for 1st January. The Lieutenant-Governor has no objection to the Accountant-General's suggestion, but since it may, perhaps, be considered desirable to secure uniformity of practice in all provinces in this matter, I am to request that the Government of India may be moved to issue a general order to the above effect.

An extract paragraphs 1 and 2 from a letter No. P.R.—729, dated Calcutta, the 30th July 1896, from the Accountant-General, Bengal, to the Secretary to the Government of Bengal, Financial Department.

"With reference to the instruction contained in clause (*b*) of Article 55 of the Civil Account Code to the effect that if the exact date of an officer's birth by Christian era is not known, the approximate date or year should be stated in the Annual Return (in the Civil Account Code, Form No. 3.) of the establishment to which the officer belongs, and that this date can only be altered except in the case of clerical error, under the orders of the Local Government, I have the honor to state that it is the practice of this office, when the year of birth only is entered in such cases in the return in question, to take the 1st of January of that year to be the date of the officer's birth for the purpose of preparing, for submission to Government, the annual statements prescribed in Article 803 of the Civil Account Code, Volume II, of uncovenanted officers who will attain the age of 55 years during the next official year. But this practice leads in some cases to unnecessary expense on account of superannuation pensions, inasmuch as it enables officers to obtain such pensions before they have actually reached the age of 55, and as it is not authorised by any order of Government, I have the honour to suggest that an order of Government should be issued directing that in cases, when the year of birth only of an officer is entered in the annual list of establishment prescribed in Article 55 of the Civil Account Code, the 1st July of that year should be taken as the date of birth of that officer for the purpose of determining the date on which he should be held to obtain the age of 55 years.

"2. I have proposed the 1st July as being the mean date between 1st January and 31st December and therefore equally fair to Government and to the officer, and I may mention that I can state from personal knowledge that an order similar to that suggested above is in force in the Punjáb and also in the Central Provinces and I have reason to believe that a like practice obtains in other provinces also."

Dates of Births : First July to be treated as the date of birth for the purpose of determining when he should be held to attain the age of 55 years in the case of an officer whose year of birth is known but not the exact date.

No. 3691.

FINANCIAL DEPARTMENT.

Bombay Castle, 30th October, 1896.

Memorandum from the Government of India, Finance and Commerce Department—Forwarding for information a copy of their following letter addressed by them to the Government of Bengal, No. 3836-P., dated 8th September 1896 :—

"I am directed to acknowledge the receipt of your letter No. 4398-F., dated 14th August 1896, forwarding an extract* from a letter from the Accountant-General, Bengal, in which he suggests that, in the case of an officer whose year of birth is known but not the exact date, the 1st July should be treated as the date of birth for the purpose of determining when he should be held to attain the age of 55 years.

"2. In reply, I am to say that the Government of India have no objection to the Accountant-General's suggestion, and that a copy of the correspondence will be sent to other Local Governments in order that they may, if they think proper, adopt the practice suggested by the Accountant-General."

Memorandum from the Accountant General, No. P.—18357, dated 6th October 1896 :—

"The Accountant General has the honour to state that, in the case of an officer whose year of birth is knowh but not the exact date, the practice of his office has been to take the last day of December of that year as the date of his birth ; he thinks, however, that there is no objection to adopt the 1st July as the date of birth in such cases as suggested by the Accountant General, Bengal, if Govenment be pleased to approve the suggestion."

RESOLUTION.—The practice suggested by the Accountant-General, Bengal, should be adopted in the case of Uncovenanted officers in this Presidency.

G. S. CURTIS.

Under Secretary to Government.

MADRAS.

MADRAS ATHLETIC ASSOCIATION.

THE ANNUAL COMPETITIONS OF THE ASSOCIATION WILL BE HELD IN MADRAS. IN FEBRUARY 1897.

The Competitions will begin on Saturday, 30th January, and will be continued through the following week. The exact days and hours for particular events will be notified after all the entries have been received.

COMPETITIONS.

I. Senior Cricket Competition for the Pennycuick trophy.

II. Junior Cricket Competition for the Sri-Goday Vari trophy.

III. Senior Lawn Tennis Competition (Doubles) for the Travancore trophy.

IV. Junior Lawn Tennis Competition (Doubles) for the Sir Ramaswami-Ranganatham trophy.

V. Senior Lawn Tennis Competition (Singles) } For prizes presented
VI. Junior Lawn Tennis Competition (Singles) } by the Association.

VII. A Senior Inter-Collegiate Athletic Competition. Open to Native Students only and consisting of the following events.

(1) 100 yards flat race. (2) 120 yards hurdle race. (3) $\frac{1}{4}$ mile flat race. (4) 1 mile flat race. (5) High Jump. (6) Long Jump. (7) Putting the weight. (8) 1 mile bicycle race.

VIII. A Junior Inter-Collegiate Athletic Competition open to Native Students only and consisting of the following events.

(1) 100 yards flat race. (2) 220 yards flat race. (3) $\frac{1}{2}$ mile flat race. (4) High Jump. (5) Long Jump. (6) 100 yards hurdle race. (3 ft. hurdles.)

IX. An Athletic and Gymnastic Competition open to all classes of Students and consisting of the following events, to the winners of which prizes will be presented by the Association.

(1) 100 yards flat race. (2) 120 yards hurdle race. (3) $\frac{1}{4}$ mile flat race. 4) High Jump. (5) Long Jump. (6) 5 mile bicycle race. (7) European) Gymnastics (Horizontal Bar, Parallel Bars, Trapeze, Rings and Horse).

X. Native Gymnastic Competition (Thandal, Baski, Kusthi, Karela, Jodi, Bana and Patta) for prize presented by the Association.

RULES
FOR THE
ASSOCIATION'S ANNUAL COMPETITIONS.

I. That the competitions shall be open to all Colleges and High Schools in the Presidency and those Native States from which candidates ordinarily appear for the Examinations of the University of Madras.

II. All competitors, in competitions not specially exempted, must be *bonâ fide* students of a College, or have been so for the term preceding that

in which the competition is held; or must have been *bonâ fide* pupils of a school for the two terms immediately preceding the competition, and no one will be held to be a *bonâ fide* pupil of a school, who has not attended the same school on at least two-thirds of the working days during each term. Instructors and persons holding certificates in Gymnastics from the Association or from Government, or undergoing training for such certificates, shall be excluded from ordinary contests.

Students who are eligible under this rule to represent more than one College, must elect the College they will enter from and having done so will not be allowed to change during the season.

III. No one shall be admitted to any Junior Competition, who is more than seventeen years of age on the 1st of January in the year in which the competition is held.

IV. All entries must be made on forms supplied by the Association through the Head or other authorised representative of the Institution, as student of which the competitor claims to enter, and the entry form shall contain a certificate that the conditions of age and attendance have been complied with.

V. All sums due on account of entrance fees shall be forwarded with the application for entrance.

VI. All competitions shall be conducted under the rules of the M. C.C., the A. E. L. T. C., and the A. A. A.

VII. All competitions shall be held at Madras, at such times and places as the Managing Committee shall determine.

VIII. The Association shall provide wickets, nets and balls in competitions i—vi, but no other articles.

IX. The Honorary Secretary, Judges or other authorised representatives of the Managing Committee shall have power to disqualify any team or competitor for improper conduct.

X. All competitors must be properly dressed, *i.e.*, in cricket and lawn tennis matches, they must wear trousers, and for athletics and Gymnastics, at least English University costume.

XI. The Association shall hold annually the following competitions.

i.	Senior Cricket Competition.			
ii.	Junior Cricket Competition.			
iii.	Senior Lawn Tennis Competition, Singles.			
iv.	„	„	„	Doubles.
v.	Junior	„	„	Singles.
vi.	„	„	„	Doubles.

vii. A Senior Inter-Collegiate Athletic Competition.

viii. A Junior ,, ,, ,,

ix. A Competition for the Inter-Collegiate Cricket Championship of Madras.

x. An open Athletic and Gymnastic Competition.

xi. A Competition in Native Gymnastics.

XII. In Competitions i—viii, each team is to consist of representatives of the same institution and after a team has once entered upon a competition no change in its composition shall be made.

XIII. In competitions vii and viii, not more than two competitors shall be entered for any event from the same institution.

XIV. Competitions vii and viii shall be limited for three years to natives.

XV. The Managing Committee shall, not later than September 15th in each year, publish a prospectus of Competitions vii, viii and ix, but the events in Competition vii shall consist of at least the following :—

100 yards flat race. 120 yards hurdle race. ¼ mile flat race. 1 mile flat race. High Jump. Long Jump. Putting the weight. 1 mile bicycle race.

XVI. (*a*) The following entrance fees shall be charged. For each team entering for competitions i—viii—Rs. 5.

(*b*) For each competitor in any event in Competition x, As. 2, and for Competition xi, As. 4.

XVII. As early as practicable in each year, after the issue of the prospectus of the next series of competitions, the Honorary Secretary shall prepare a list of trophies and prizes with the conditions under which they will be awarded, and shall arrange for the due publication of the same.

No entries will, under any circumstances, be accepted after Thursday, 31st December, 1896.

All entries must be made on the forms specially prepared for the purpose and all enquiries regarding the Competition and application for entry forms should be addressed to the Honorary Secretary and Treasurer.

SERGT. W. H. GODDARD,
College of Engineering,
Chepak.